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) 2025

BUSINESS STUDIES

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065 BUSINESS STUDIES

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FOREWORD

This report presents the analysis of Students' Item Responses on the Form Two Business Studies National Assessment (FTNA) conducted in November 2025. Its purpose is to provide feedback to all educational stakeholders on the factors that influenced students' performance in the Business Studies subject.

The FTNA is a Formative Assessment designed to monitor students' learning progress and provide feedback that teachers, students, and other educational stakeholders can use to improve the teaching and learning process. The analysis explains the level of students' performance in Business Studies. High-scoring students showed a clear understanding of the demands of the questions, adequate mastery of the subject content, and correct application of relevant formulae. Conversely, students who attained low scores experienced difficulties in answering the questions effectively due to limited understanding of the assessed concepts and misinterpretation of the question requirements.

This report will help students identify 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 the challenges in the teaching process.

The National Examinations Council of Tanzania (NECTA) hopes that the feedback provided in this report will highlight areas where educational stakeholders should take appropriate action to improve the teaching and learning of Business Studies. 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 for the contributions of all those who participated in the preparation of this report.

Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the Students' Item Response Analysis (SIRA) for the Business Studies subject on the Form Two National Assessment (FTNA), which was conducted in November 2025. The Business Studies paper consisted of nine (9) questions, distributed in sections A, B and C. Section A consisted of two (2) questions; question one (1) had ten (10) multiple-choice items composed from various specific competencies. Question two (2) comprised five (5) matching items from the specific competence of "demonstrate mastery of the concepts, theories, and principles of business education". All the items in questions 1 and 2 are worth 1 mark each. Thus, this section carried a total of 15 marks. Section B consisted of four (4) short answer questions which carried a total of 40 marks and section C which consisted of three (3) structured questions on analysing case studies and project carried a total of 45 marks. Students were required to answer all questions.

A total of 2,199 students sat for the Business Studies subject in the Form Two National Assessment (FTNA). Out of these students, 1,285 (58.46%) passed and 914 (41.54%) failed. The details of students' performance in the FTNA 2025 are summarised in Table 1.

Table 1: Students' Performance in Business Studies FTNA 2025

Year	Grades	A	B	C	D	F
2025	Number of students	236	268	479	302	914
	Percentage	10.73	12.19	21.78	13.76	41.54

The report presents a performance analysis for each question in the assessment paper, indicating the requirements of each question and the strengths and weaknesses demonstrated in students' responses. Furthermore, it highlights the possible reasons for the observed performance in each question. Selected extracts from students' responses and relevant figures are also included to illustrate samples of students' performance in the presented cases.

In this report, students' performance is categorised as good, average, and weak. The performance is considered good if students score 65 to 100 per cent, average if they score 30 to 64 per cent and weak if they score 0 to 29 per cent. Three colours are used to denote these performance categories: green for good, yellow for average and red for weak.

The report concludes with recommendations that are intended to be useful to teachers, students and other education stakeholders, primarily for improving the teaching and learning of the Business Studies subject.

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 was worth 1 mark, for a total of 10 marks. Students were required to choose the correct answer from the four given alternatives in each item. The items were developed from three specific competencies. The assessed specific competences were: *demonstrating mastery of the concepts, theories and* principles *of business education, demonstrating mastery of the basic skills of operating a small-scale business and apply business theories into practices, and principles of business education; demonstrating mastery of the basic skills of operating a small-scale business;* and *applying business theories into practice.*

The question was attempted by 2,199 (100%) students, out of whom 1,068 (48.54%) scored from 7 to 10 marks, 905 (41.16%) scored from 3 to 6 marks and 226 (10.30%) scored from 0 to 2 marks. The general performance in this question was good since 1,973 (89.70%) students scored from 3 to 10 marks. Figure 1 summarises the student's performance on Question 1.

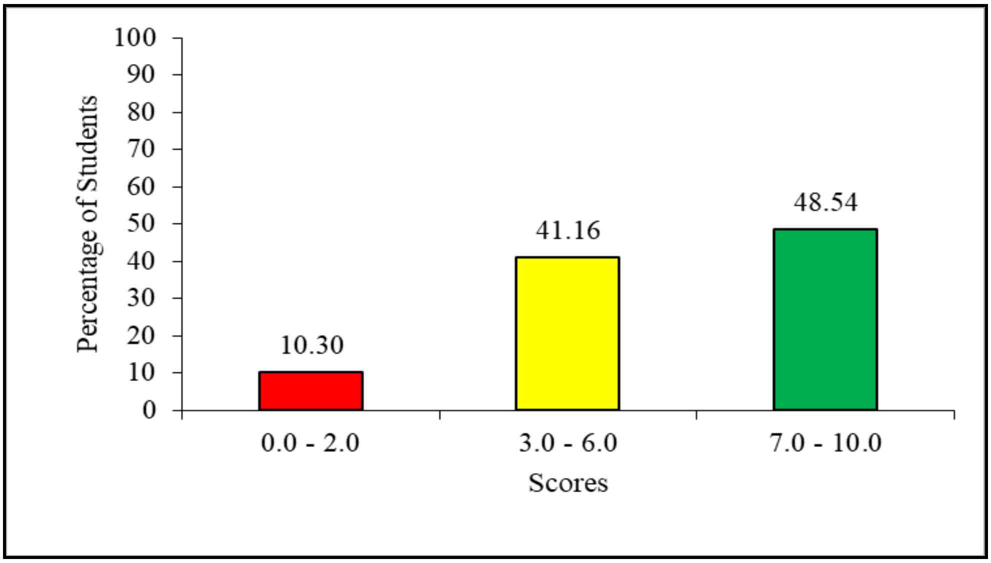

Figure 1: *The Percentage of Students' Performance on Question 1*

In item (i), students were required to identify a response that is not a type of entrepreneurship. The item stated;

The following are the types of entrepreneurship ***except****;*

A business entrepreneurship.

B intrapreneurship.

C political entrepreneurship.

D social entrepreneurship.

The correct response for this item was *C: political entrepreneurship.* Students who opted for the correct response knew that it is not a type of entrepreneurship because it focuses not on starting or running a business, nor on the production or sale of goods and services. Students who incorrectly opted for *A; business entrepreneurship*, were unaware that, this is one of the types of entrepreneurship concerned with the identification of business opportunities, generation of business ideas, setting up business entities and running a business with a purpose of making profit.

Furthermore, students who selected an incorrect response *B*, intrapreneurship, failed to recognise that it is a type of entrepreneurship that encourages employees within an organisation to think and act like entrepreneurs. Moreover, the students who opted for the incorrect alternative D*; social entrepreneurship*, were unaware that this is one of the types of entrepreneurship which focuses on solving social problems by using business ideas and skills. The main goal is to create social value, not just to make a profit.

In item (ii), students were required to identify a source of funds from which a business or an individual can borrow money from a bank under an agreement to repay the amount with interest. The item stated:

Money borrowed from a bank by business or individuals with the agreement to repay it with interest is known as

A loan.	*B funds from family.*
C deferred payment.	*D personal savings.*

The correct response was *A; loan. S*tudents who selected this option were aware that a loan is a source of finance in which the borrower agrees to repay the amount with interest. Furthermore, some students selected the incorrect option for *B: funds from family*. These students failed to understand that funds from family are a financial contribution from people close to the business owner in the form of equity investments or loans, sometimes without interest. Nevertheless, some students opted for the incorrect response *C: deferred payment*. They were unaware that this is an agreement between a buyer and a seller that allows the buyer to pay for goods or services at a later date. Therefore, business owners can use this approach to obtain goods or materials, but not cash, to start or expand a business. On the contrary, students who opted for incorrect alternative *D: personal savings*, failed to realise that personal saving is not borrowed money from a bank by entrepreneur but it involves setting aside part of an individual's income or earnings for future usage instead of spending all of it. It can be saved into savings account or other investments.

Item (iii) required students to identify and evaluate the performance of a business club that would achieve the highest profit by comparing its business expenses with a uniform projected revenue of TZS 1,000,000 per month. The item involved the following scenario:
Four business clubs*; P, Q, R, and S at your schools have each identified a* business *opportunity. Each business club's opportunity is expected to earn TZS 1,000,000 as a revenue per month. The following monthly expenses are to be incurred by each club:*

Club P: Electricity TZS 10,000

Club Q: Water TZS 5,000, packing materials TZS 2,000 and stickers TZS 2,000
Club R: Transport for its twelve members, each TZS 1,000
Club S: Rent TZS 15,000.

Which club has the highest profit?

A Club P	*B Club Q*
C Club R	*D Club S*

The item aimed to assess students' ability to evaluate the club performance (profit) by comparing the expenses and projected income of both clubs.

The students who opted for the correct response *B: Club Q*, were aware that a business club with low business expenses is expected to have the highest profit. They also demonstrated awareness that profit is calculated by subtracting total expenses from revenue. Therefore, they calculated the profit for Club Q as (TZS 1,000,000 – (5,000 + 2,000 + 2,000) = 1,000,000 – 9,000 = 991,000. Students who opted for *A; Club P* failed because the club incurred higher expenses of TZS 10,000 with the expected revenue of TZS 1,000,000; the profit for Club P amounted to TZS 990,000, which is TZS 1,000 lower than that of Club Q. Therefore, its profit is lower by TZS 1,000 compared to Club Q, which was TZS 991,000.

Furthermore, some students opted for the incorrect alternative *C; Club R*, which recorded a profit of TZS 988,000. This was derived from an expected revenue of *TZS* 1,000,000 and total expenses of TZS 12,000. Consequently, its profit was TZS 3,000 lower than that of Club Q. Moreover, Students who opted for *D; Club S* were not correct because Club S profit was TZS 6,000 lower than the profit earned by Club Q.

In item (iv), students were given the following scenario:
After graduating from a Vocational School, Makumbi is considering of starting a snacks making business. Which option correctly identify the type of production he will be engaging in?

A Tertiary production	*B Direct production*
C Primary production	*D Indirect production*

The correct response was *D: Indirect production*. Students who opted for this response were aware that indirect production involves producing goods and *services* for sale, so Makumbi is making snacks for business purposes, that is, production for sale. Students who opted for the incorrect alternative *A: Tertiary production* failed to realise that this is not a type of production but a level of production that consists of the provision of services.

Some students who selected, *B; Direct production,* were incorrect since direct production is a type of production that deals with creation of goods and *services* for personal consumptions and not for business purposes. Nevertheless, students who opted for C, *Primary production*, failed to understand that it is the first (stage) of production, not a type of production. It involves the raw materials from nature, such as farming and lumbering.

In item (v), students were required to identify a statement that correctly reflects a *proprietorship* form of business. The item stated:
Which *of the following correctly reflects a proprietorship form of business?*
A A restaurant owned by Baraka
B A mobile shop owned by Mwamba and his wife
C A butcher owned by Majid, Akili and Njau
D A sport kits shop owned by footballers

The correct response was *A: A restaurant owned by Baraka*. Students who chose this response had adequate knowledge of the features of a sole proprietorship form of business which owned by a single person, like Baraka who is owned, a form of business owned by a single person, like Baraka, who owns a restaurant personally. Students who opted for *B: A mobile shop owned by Mwamba and his wife* were unaware that a business owned by more than one person does not qualify as a sole proprietorship. Students who chose *C: A butcher owned by Majid, Akili and Njau* failed to recognise that a form of business owned by three individuals, rather, a partnership or joint business. In addition, students who chose *D: A sports kit shop owned by footballers* were incorrect because this option represents a business owned by a group of people, rather than a single individual, as required for a sole proprietorship.

In item (vi), students were required to compute a profit or loss of Jacob's business. The item comprised the following scenario: *Mr. Jacob's business earned TZS 250,000 from sales while he incurred TZS 70,000 as expenses to run the business. What is Mr Jacob's profit or loss?*

A Profit TZS 320,000 | *B Loss TZS 180,000*
C Profit TZS 180,000 | *D Loss TZS 320,000*

The item was intended to test the student's ability to compute a business's profit or loss. Profit or loss is determined by comparing sales and expenses. Profit occurs when sales exceed expenses, whereas loss occurs when expenses exceed sales.

The correct response was *C: Profit TZS 180,000*. Students who responded correctly knew that profit is the excess of sales over expenses. Hence, they applied the *proper* formula (profit = sales – expenses) to compute the profit. Therefore, they took TZS 250,000 – TZS 70,000 = TZS 180,000. Students who opted for the incorrect response *A: Profit TZS 320,000* were unaware that profit is the excess of sales over expenses. They applied an incorrect formula by adding sales of TZS 250,000 to expenses of TZS 70,000 instead of subtracting expenses from sales.

Moreover, students who selected alternative *B: Loss TZS 180,000* failed to apply the correct formula and were also unable to compare the business's income and expenses properly. As a result, they incorrectly subtracted expenses of TZS 70,000 from income of TZS 250,000. Furthermore, students who opted for *D: Loss TZS 320,000* were unaware that profit is the excess of sales over expenses. Consequently, they applied an incorrect formula by adding sales to expenses (TZS 250,000 + TZS 70,000 = TZS 320,000). This choice indicates that the students had not mastered the determination of business profits or losses.

In item (vii), students were required to identify the characteristic of an entrepreneur demonstrated by Mrs. Koke, a young entrepreneur who remains *positive* and maintains high expectations despite the business challenges she faces. The item involved the following scenario:

Mrs. Koke is a young entrepreneur who has been positive and maintaining high *expectations despite of business challenges she faces. Which characteristic of entrepreneurs is possessed by Mrs. Koke?*

A Creativity *B Flexibility*
C Optimism *D Innovativeness*

The correct response was *C: Optimism.* Students who selected this response understood that most entrepreneurs set high expectations, which motivates them to put in greater effort to achieve their goals. As a result, they remain positive even in challenging situations, like Mrs Koke. On the other hand, students who chose *A; Creativity,* failed to understand that creativity is an ability to produce and come up with new and unique ideas and not related to being positive and maintaining high expectations.

Students who opted for incorrect response *B: Flexibility* were wrong, since flexibility is the willingness of entrepreneurs to adapt to a changing environment. Likewise, students who selected option *D: Innovativeness* were incorrect because it is the act of being able to come up with new or improved ideas and commercialise them. Therefore, it does not relate to being positive and maintaining high expectations.

In item (viii), students were required to identify the meaning of unlimited liability in a sole proprietorship. The item asked:
What does unlimited liability in a sole proprietorship mean?

A The business can operate and expand without a limit.
B The owner can invest money in the business without a limit.
C The owner is responsible to register the business without a limit.
D Owners' personal assets are used to pay debts without a limit.

The item tested students' understanding of the term unlimited liability in a sole proprietorship. The correct answer was *D: Owners' personal assets are* used *to pay debts without a limit.* Students who opted for this option were aware that a sole proprietor's personal properties are liable to settle business debts without restrictions. Hence, there is no legal separation between the business and its owner; if the business ceases operations, the owner's personal property may be sold to meet the business's liabilities. The student who opted for incorrect response *A*; *The business can operate and expand* without *a limit B*; *The owner can invest money in the business without a limit,* and *C*; *The owner is responsible to register the business without a* *limit*, failed to understand that these options do not represent the true meaning of unlimited liability in a sole proprietorship.

In item (ix), students were given the following scenario: *Mr. Kazimoto* always *ensure that he keeps records and proper checking of goods in order to make sure that he is holding sufficient amount of inventory. Which activity is done by Mr. Kazimoto?*

A Stock administration	*B Stock valuation*
C Stock control	*D Stock care*

The item was intended to test students' understanding of the functions of inventory management. The correct response was *C: Stock control*. Students who responded correctly were aware that Mr Kazimoto, as a storekeeper, keeps records and properly checks goods to ensure there is sufficient inventory in the warehouse. Students who chose *A: Stock administration* were wrong because stock administration is the overall management of stock to ensure sufficient quantities of goods without holding more or less than required.

On the other hand, students who opted for *B Stock valuation* were incorrect because stock valuation involves determining the current value of stocks at a given point in time. Furthermore, those who opted for *D: Stock care* failed to realise that stock care is dusting out stock, cleaning stock and protecting stock from spoilage factors.

In item (x), students were presented with the following scenario:
Mr. Mojamoja is operating highly automated and technology integrated warehouse *that uses advanced technologies to optimize operations like inventory management system, order fulfilment and shipping. Which type of warehouse is he operating?*

A Bonded warehouse	*B Smart warehouse*
C Public warehouse	*D Private warehouse*

The correct response was *B*: *Smart warehouse.* Students who selected this option understood that in a smart warehouse, most processes are fully automated and require minimal supervision. The students who selected A: *Bonded warehouse* were wrong, since this warehouse stores imported goods awaiting customs clearance. Most processes in this warehouse are fully automated. On the contrary, students who opted for *C: Public warehouse* were incorrect because it is open for rent space and pays storage fees for their goods. It needs normal technology to operate. Moreover, students who opted for *D: Private warehouse,* were wrong because a private warehouse is operated mostly by small businesses, as they need time to sort out their market strategy before goods can be sold out no Artificial Intelligence (AI) options may be used.

2.2 Question 2: Demonstrate mastery of the concepts, theories, and principles of business education

This question had five (5) matching items. Each item was worth 1 mark, for a total of 5 marks. The items were set from the learning activity "describe the concept and scope of business studies, and the relationship with other disciplines".

The question required the students to match the descriptions of Business Studies concepts in List A with the relevant responses in List B as follows:

*Match the description of business studies concepts in **List A** with the* relevant *concept of business studies 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) A desire of human being for goods and services.	*A Resources*
(ii) The problem of having limited resources to meet unlimited wants.	*B Opportunity cost*
(iii) Intangible outcomes of human efforts that can satisfy human needs and wants.	*C Scarcity*
(iv) The inputs used to produce goods and services.	*D Wants*
(v) The loss of potential gain from choosing one alternative over another.	*E Goods*
	F Services
	G Needs

The question was attempted by 2,199 (100%) students, out of whom 394 (17.92%) scored from 0 to 1 mark, 444 (20.19%) scored from 2 to 3 marks, and 1,361 (61.89%) students scored from 4 to 5 marks. The overall performance in this question was good since 1,805 (82.08%) of the students scored from 2 to 5 marks. Figure 2 summarises students' performance on Question 2.

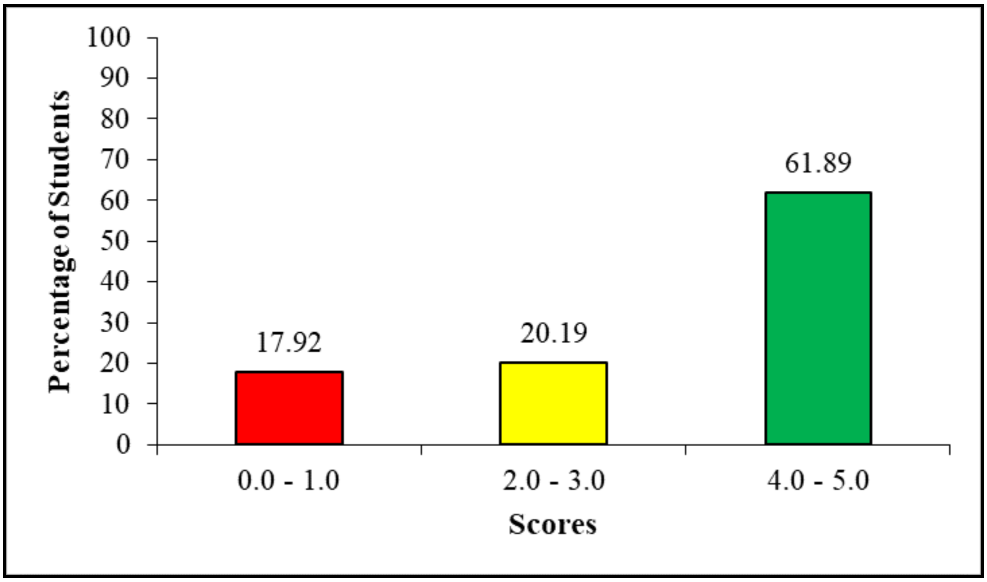

Figure 2: *The Percentage of Students' Performance on Question 2*

Item (i) required students to select a response that correctly matches a desire of a human being for goods and services. The correct response was *D: Wants*. Students who selected this option understood that wants are the desires of human beings for goods and services. However, most of the students selected *G: needs*, as they failed to recognise that needs are goods or services necessary to human beings for survival. These students misinterpreted the terms "needs" and "wants."Therefore, they used them interchangeably. Needs do not involve goods or services that an individual desires, even when they are not essential. Moreover, other students wrongly opted for *F: Services*; they failed to realise that services are not desires to be satisfied but intangible outcomes of human effort that can satisfy human needs and wants. Moreover, some students opted for *E: Goods*, but they failed to understand that goods are not desires to be satisfied; rather, they are valuable items that satisfy human needs or wants.

Item (ii) required students to identify a business studies concept that is described as the problem of having limited resources to meet unlimited wants. The correct response was *C: Scarcity*. Students who selected the correct response understood that scarcity means having limited resources that are insufficient to meet unlimited wants. However, some students confused the concept of scarcity with opportunity cost and incorrectly

selected *B: Opportunity cost*. They failed to understand that opportunity cost is the loss of potential gain from choosing one alternative over another, or the value of the next best alternative forgone when a choice is made.
Item (iii) required students to identify a business studies concept that refers to the intangible outcomes of human efforts that can satisfy human needs and wants. The correct response was *F: Services*. Students who chose the correct response understood that this is an act that produces outcomes to satisfy human needs or wants. However, a few students opted for *E: Goods, as* they failed to understand that goods are valuable items that satisfy human needs or wants. Likewise, some students matched the item with *A: Resources.* These students failed to distinguish between resources and services. Resources are inputs used to produce goods and services, not intangible outcomes of human effort that can satisfy human needs and wants.

Item (iv) required students to identify a business studies concept that refers to the inputs used to produce goods and services. Most students opted for *A: Resources,* which was the correct response. This choice implies that they understood that the concept refers to the inputs or raw materials used to produce goods or services. In addition, some students matched the item with *E: Goods* and *F: Services.* These students might have been attracted to the words' goods' and 'services' in the description. They failed to link the explanations to the business studies concept of inputs, or raw materials used to produce goods or services.

Item (v) required students to identify a business studies concept: the loss of potential gain from choosing one alternative over another. The correct response was *B: Opportunity cost.* Students who chose this response knew that opportunity cost refers to the loss of potential gain from choosing one alternative over another. Moreover, some students matched the items wrongly with *C: Scarcity,* because they were unaware that scarcity refers to the problem of having limited resources to meet unlimited wants.

2.3 Question 3: Demonstrate mastery of the concepts, theories, and principles of business education

This question, which needed the student to write short answers from the learning activity, “describe the concept and scope of business studies, and relationship with other disciplines. Students were asked to use five points to justify how goods are classified into different categories. The question stated, *Goods are classified into different categories. Justify this statement by giving five points.*

A total of 2,199 (100%) students attempted the question. Out of them, 1,055 (47.98%) scored from 6.5 to 10.0 marks, 384 (17.46%) scored from 3 to 6 marks and 760 (34.56%) students scored from 0.0 to 2.5 marks the general performance was good since 1,439 (65.44%) of students scored from 3.0 to 10 marks. Figure 3 summarises the performance on Question 3.

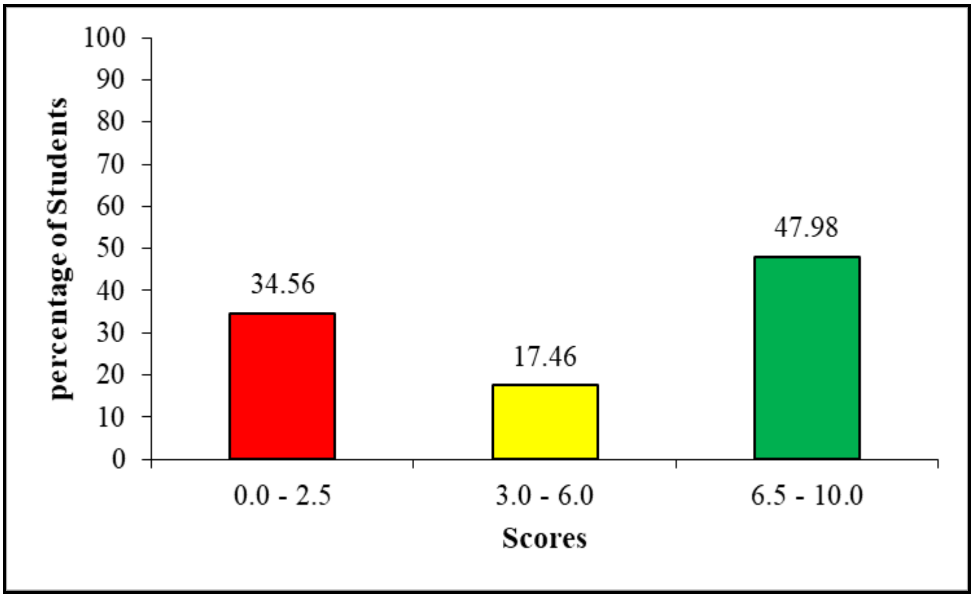

Figure 3: *The Percentage of Students' Performance on Question 3*

A total of 1,055 (47.98%) students who scored from 3.0 to 10 marks demonstrated sufficient knowledge of the classification of goods into different categories. They were able to justify that goods are classified into different categories. Students who scored marks ranging from 6.5 to 10 were knowledgeable on the topic of the introduction to business studies, particularly on the classification of goods. These students justified the statement by classifying goods according to nature, durability, perishability, social impact, ownership, and human needs. A total of 393 (17.87%) students scored all 10 allotted marks in this question. They managed to provide five categories of goods and provided a correct and relevant explanation for each category of goods. Extract 3.1 is a sample of correct responses to Question 3.

3. Goods are classified into different categories. Justify this statement by giving five points

(i) Producer goods and consumer goods.
- Producer goods these are goods that are created or produced for producing other goods. Are goods that facilitate production of other goods such as tractors, seeds and fertilizers facilitate the production of crops. WHILE Consumer goods are goods that are being created or produced for direct consumption such as food stuffs, clothes and furnitures.

(ii) Free goods and economic goods
- Free goods these are goods that are being consumed at no cost or are not bought before consumption example the sunLight, breathable air and rainfall WHILE Economic goods these are goods that should be bought or paid for before consumption example clothes, electronic devices and Learning facilities.

(iii) Perishable and durable goods
- Perishable goods these are goods that have short shelf Life or are goods that do not last for a long period of time example foodstuffs, bites, flowers and plant originated products. WHILE Durable goods are goods that have long shelf life or Last for a Long period of time example Television and cars.

(iv) Merit goods and demerit goods
- Merit goods these are goods that have high social benefit to consumers or the society in Large. Example learning aids, medicines and sport tools WHILE Demerit goods are goods that have negative impact to the society and can cause health problems to consumer example marijuana, ciggaratte and alcohol.

(v) Luxury goods and compasary goods.
- Luxury goods these are goods that a person affords for pleasure or entertainment. Example paying for swimming in a pool and paying for watching a Television match. WHILE Compasary goods are the goods that a person affords directly because they have got significant impact on individuals' Life. Example food, medicines, clothes and sanitary devices.

Extract 3.1: A sample of the correct responses to question 3

Moreover, the analysis shows that 384 (17.46%) students scored from 3 to 5 marks. The students in this category managed to classify goods into different categories, but some failed to explain the categories they mentioned briefly; they just listed them. Furthermore, some students provided the correct categories of goods but gave incorrect explanations. Other students in this group had correctly classified some goods with explanations, but couldn't meet the demands of the question, providing fewer than 5 points.

A total of 1,055 (47.98%) students had weak performance, scoring 0 to 5 marks. The analysis of students' responses shows that they lacked understanding of the classification of goods. For example, misinterpreted the; hence, they explained some entrepreneurial activities that can be undertaken by individuals to earn income, such as photography, saloon, fruit vending, and butchery.

On the other hand, some students copied some words from other questions. However, some students misunderstood the question's demands and hence explained features of a successful entrepreneur, such as autonomy, creativity, vision, passion, and innovativeness. The students failed to understand that goods are classified based on durability, perishability, and existence.

Moreover, students were supposed to know that goods are classified based on their social impact, such as merit and demerit goods. Additionally, goods are categorised according to their necessity, such as basic goods and luxury goods, and by ownership, which divides public goods and private goods. Extracts 3.1: is an example of the poor responses to Question 3.

3. Goods are classified into different categories. Justify this statement by giving five points.

(i) Goods helps Us ~~to~~ Satisfy our Wants

(ii) Goods help Us in Education purpose

(iii) Goods helps Us in health maters

(iv) Goods helps Us in Social Matters

(v) Goods help Us to Satisfy our Needs

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

In extract 3.2, a student mentioned the importance of goods rather than classifying them into different categories.

2.4 Question 4: Demonstrate mastery of the basic skills of operating a small-scale business

The question was set from the learning activity "Describe the concepts and theories of entrepreneurship". The students are required to explain five essential aspects of entrepreneurship. The question asked: *In five points, briefly explain the importance of entrepreneurship.*

The question was attempted by 2,199 (100%). The analysis shows that 723 (32.88%) students scored from 6.5 to 10 marks, 682 (31.01%) students scored from 3 to 6 and 794 (36.11%) students scored from 0 to 2.5 marks. Generally, students' performance on this question was average since 1,405 (63.89%) scored from 3 to 10 marks, as it is summarised in Figure 4.

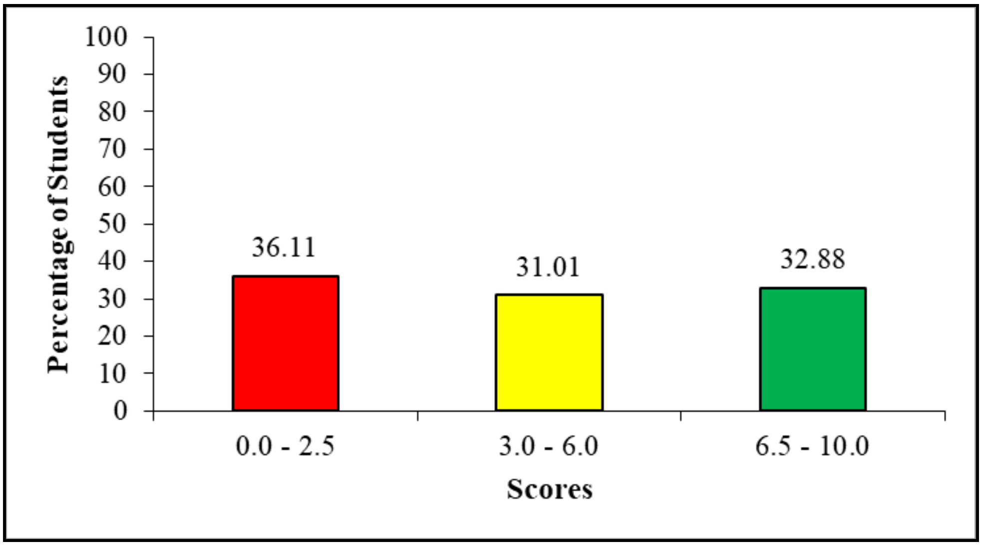

Figure 4: *The Percentage of Students' Performance on Question 4*

A total of 723 (32.88%) students performed well, scoring high marks ranging from 6.5 to 10. These students demonstrated a good understanding of the demands of the question and were therefore able to identify and explain at least three importance of entrepreneurship. However, not all of them provided clear and detailed explanations of the importance of entrepreneurship. Their good performance was attributed to adequate knowledge of the specific competence being tested and a proper understanding of the question's requirements. Nevertheless, variations in scores were observed among the students, depending on their ability to explain the significance of entrepreneurship clearly. Extract 4.1 is a sample of the correct responses to question 4.

4.	In five points, briefly explain the importance of entrepreneurship. (i) Job creation/employment opportunities: Entrepreneurship helps people in the society to get employment or to be employed by themselves. By conducting Entrepreneurship can reduce the rate of unemployed people in the society (ii) Social change: Now days in many areas entrepreneurship lead in social change especially in place where there is many people. For example In Dar es salaam a place like kariakoo is very known now days because of the entrepreneurship activities, that load to social change. ii) Increase in Country's revenue. Entrepreneurship helps to increase the revenue of a certain country. When entrepreneurs pays taxes and fees they help to develop the national income. These income gained from entrepreneurship helps in many activities such as School building and hospital building in different areas in the country v) Availability of goods and services: Entrepreneurship helps people or individuals to meet their needs and wants. These needs and wants from entrepreneurs can help individuals to conduct well their life. (v) Promotes Innovation: Entrepreneurship lead to innovation especially in a competitive environment in the business. Innovation will help the entrepreneur to innovate the goods and services due to the competitive environment of the business so as to maintain many customer and to generate more profit

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

Moreover, students with average performance demonstrated partial knowledge of the importance of entrepreneurship. Some students explained at least two points but included functions of entrepreneurship rather than the benefits in their responses. Furthermore, the analysis shows that some students mentioned only one, and others mentioned all five points but provided explanations for only one. In addition, some students correctly explained two of the five required points.

The analysis shows that 794 (36.11%) students scored low marks, ranging from 0 to 2.5 marks. These students explained at least one importance of entrepreneurship. Other students mentioned two correct points but failed to provide adequate explanations; hence, they scored low marks.

A total of 415 (18.87%) students scored zero marks due to misinterpretation of the question's requirements. Some of them mentioned types of entrepreneurship. Further analysis revealed that most of these students explained features of the sole proprietorship form of business, including *single ownership*, *flexibility*, *low start-up capital*, and *ease of supervision*. These students failed to demonstrate knowledge that entrepreneurship helps create jobs, boosts a country's economic development, promotes innovation, addresses social challenges, encourages investment, stimulates competition, and improves people's standards of living. Extract 4.2 is a sample of the incorrect responses to Question 4.

4. In five points, briefly explain the importance of entrepreneurship.

(i) Creativity. A person who is an entrepreneur should be creative before doing his or her work. You should create a place where you will do your bussiness in a creative way. Example you want to sell clothes you create a shop which your clothes or goods will be able to stay there so as to attract the the customer who will come there.

(ii) Flexibility. You should be flexible when you are doing your bussiness because when you didn't arrange your goods properly you wouldn't know even where to start your bussiness and where to end becouse they stay roundamly.

(iii) Vision. You should have vision before doing your work because many people starts their bussiness without planning how these bussiness will be so you should have vision then you plan what you want to sell in your shop and you look the thing which not everyone or which in the community is not there so as people starts to come in your shop and you get profit.

(iv) Self-awarness. You should know your self what you want to do in you bussiness. Because if your not self awared you can't know how you can start your bussiness and what things you can sell in your bussiness. As business gives us profit and if we want profit we should know what we want and what we don't wan't in our bussiness

(v) Innovativeness. You should be innovative so as your bussiness to be managed and to be punctual. You should know how to control your bussiness how to talk with customer well becaus if you speak with customer in a polite language they will also come another day in your shop or you give him or her more but not everyone you should give because you will not getting profit.

Extract 4.2: A sample of a student's incorrect responses to question 4

In extract 4:2, the student explained some characteristics of entrepreneurs rather than the importance of entrepreneurship.

2.5 Question 5: Demonstrate mastery of the concepts, theories, and principles of business education

This question was set from the learning activity *Demonstrate mastery of business knowledge* within the learning activity of explaining the concept of production. Students were required to differentiate Business Studies concepts as they are used in production. The question asked:

Differentiate the following concepts as they are used in production:

(i) *Direct and indirect production*
(ii) *Needs and wants*
(iii) *Labour and capital*
(iv) *Skilled and semi-skilled labour*
(v) *Production and consumption*

The question was attempted by 2,199 (100%) students out of whom 716 (32.56%) scored from 0 to 2.5 marks; 339 (15.42%) scored from 3 to 6 marks and 1,144 (52.02%) students scored from 6.5 to 10 marks. The general performance on this question was good since 1,483 (67.44%) of the students scored from 3 to 10 marks, as summarised in Figure 5.

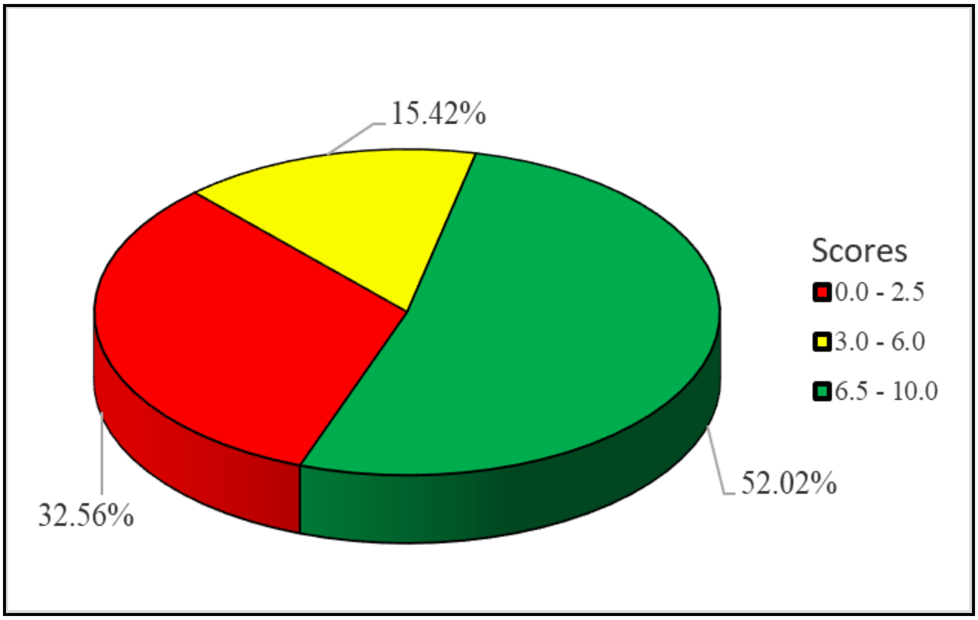

Figure 5: *The Percentage of Students' Performance on Question 5*

A total of 1,144 (52.02%) students scored high marks, ranging from 6.5 to 10 marks. They accurately differentiated the concepts. The reasons for their good performance were adequate knowledge of the concept's requirements and the question's requirements. However, the variation in scores among the students depended on their ability to clearly explain the concepts. This variation implies that not all students in this group clearly explained all the concepts to deserve a full score. Extract 5.1 is a sample of the correct responses from one of the students.

5. Differentiate the following concepts as they are used in production:

(i) Direct and indirect production

Direct production Is the type of production that involves producing goods and services for own uses WHILE Indirect production is the type of production that involves that in volves producing goods for selling purpose.

(ii) Needs and wants

Needs are necessary things for human to live forexample Food, Shelter and clothes, while Wants are unnecessary things for a human to live but just to make a human happy.

(iii) Labour and capital

Labour refers to the human efforts used to produce goods and services WHILE Capital ref ers to the money worth or assets used to start a business.

(iv) Skilled and semi-skilled labour

Skilled Labour is the type of Labour where by a labourer uses much of his mental skills in production process WHILE Semi-skilled Lab our Is the type of Labour whereelabourer uses both physical and mental skills and effo rts in production process

(v) Production and consumption

Production is the process of transforming raw materials into new and useful products WHILE Consumption is to use or Is the act of Consuming and using the finished goods orn ew products

Extract 5.1: A sample of the correct responses to question 5

A total of 339 (15.42%) students had average performance. Some of them correctly differentiated at least two concepts, such as (i) direct and indirect production, and (v) production and consumption. They failed to provide relevant differences of the other concepts, such as (ii) needs and wants, (iii) labour and capital, and (iv) skilled and semi-skilled labour. Furthermore, the analysis revealed that some students reproduced some words from other questions to differentiate the concepts assessed. This analysis implies that that students had only partial knowledge of the concepts used in production.

Further analysis shows that a total of 1,144 (52.02%) students, whose scores ranged from 0 to 2.5 marks, had inadequate knowledge of the concepts used in production. Students in this category correctly differentiated at least one of the assessed concepts but failed to differentiate the other. Some students scored zero, which demonstrated a poor understanding of the concepts used in production. For instance, some students interchanged the explanations of one concept with those of another. For example, needs were interchanged with wants, as were *skilled labour* with *unskilled labour*. These responses indicate a clear misconception of the concepts examined. However, a few students in this group earned partial marks by successfully differentiating at least one set of concepts. Extract 5.2 is a sample of the incorrect response from one of the students.

5. Differentiate the following concepts as they are used in production:

(i) Direct and indirect production

Direct – Refers to creating of goods and services.
Indirect production – Refers to production of good
s and services

(ii) Needs and wants

Needs – Are itm tha createng services.
Wants – Are itms to produce product

(iii) Labour and capital

Labour Refo creating goods and services
Capital Refe to moving are produce
in product

(iv) Skilled and semi-skilled labour

skilled – Refers to removing are product.
skilled labour – Refers to produce are
Product in the produ
ction

(v) Production and consumption

Production – Is the process of ~~ex~~ transform
raw materialing into new product.
Consumption – Is the ~~act~~ of using goods and
services

Extract 5.2: A sample of the incorrect responses to question 5

Extract 5.2: shows the student who failed to differentiate the concepts used in production.

2.6 Question 6: Demonstrate mastery of the basic skills of operating a small-scale business

In this question, students were given the following scenario:

Leonard Ltd is a small business that buys and sells electrical goods. The following are cash transactions made during the month of October, 2024. At the beginning of the month of October, the business's opening cash balance was TZS 100,000.

Date	***Descriptions***	***Amount (TZS)***
02-Oct	*Cash sales*	*50,000*
03-Oct	*Purchased goods on cash*	*67,000*
04-Oct	*Received cash from Anna*	*52,000*
05-Oct	*Cash sales*	*42,000*
06-Oct	*Paid rent*	*80,000*
08-Oct	*Paid electricity*	*36,000*
10-Oct	*Cash received from Ali*	*20,000*
20-Oct	*Paid for transport*	*5,000*
25-Oct	*Cash sales*	*25,000*
26-Oct	*Cash sales*	*35,000*
27-Oct	*Purchases on cash*	*11,000*
30-Oct	*Paid wages*	*10,000*

Use the given transactions to prepare the cash book for Leonard Ltd for the month of October 2024.

Students who attempted this question were 2,199 (100%), out of whom 924 (42.02%) scored from 0 to 2.5 marks. Students who scored from 3 to 6 marks were 391 (17.78%) and 884 (40.20%) students scored from 6.5 to 10 marks. The overall performance in this question was average since 57.98 per cent of students scored from 3 to 10 marks. Figure 6 summarises the performance of students in question 6.

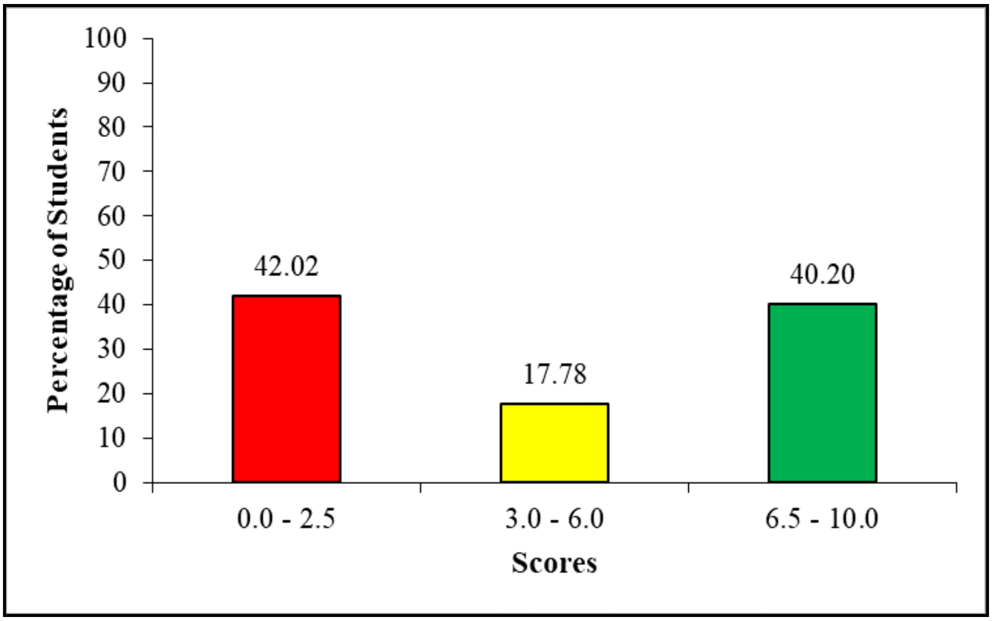

Figure 6: *The Percentage of Students' Performance on Question 6*

A total of 884 (40.20%) students scored high marks ranging from 6.5 to 10. These students demonstrated adequate competence in preparing the cash book. They accurately prepared the specimen of the cash book. A few of them managed to record the given transactions properly, but, failed to balance off the account at the end of the month. Students who scored high marks in this question were able to record transactions on the correct sides of the cash book and correctly balance the cash book. They used correct titles for the cash book and made a proper analysis of the receipts and payments. Nonetheless, some miscalculations of the closing balance were noted in the students' responses. These caused variations in their scores from one student to another. These responses suggest that the students had mastered the skills required to prepare a cash book. Extract 6.1: A sample of the correct responses to question 6.

LEONARD Ltd					
Cash Receipts (DR)		CASH BOOK.		Cash Payments (CR)	
Date.	Particulars.	Amount (Tsh)	Date	Particulars	Amount (Tsh)
2024			2024.		
01-Oct.	Opening Balance.	100,000/=	03-Oct.	Purchases.	67,000/=
02-Oct.	Sales.	50,000/=	06-Oct.	Rent	80,000/=
04-Oct.	Anna.	52,000/=	08-Oct.	Electricity	36,000/=
05-Oct	Sales.	42,000/=	20-Oct.	Transport.	5,000/=
10-Oct.	Ali	20,000/=	27-Oct.	Purchases.	11,000/=
25-Oct.	Sales.	25,000/=	30-Oct.	Wages.	10,000/=
26-Oct.	Sales.	35,000/=	31-Oct.	Closing Balance	115,000/=
		324,000/=			324,000/=
01-Nov	Opening Balance.	115,000/=			

Extract 6.1: A sample of the correct responses to question 6

Further analysis of students' responses disclosed that out of 2,199 students who attempted the question, 391 (71.78%) scored from 3 to 6 marks, which is categorized as average performance. This performance suggests that they had partial knowledge of how to record transactions in the cash book. Most of them were able to show the heading of the cash book accurately, but failed to record the receipts and payments on the appropriate sides of the cash book. These students were able to draw the specimen of the cash book in its proper format and managed to correctly record a satisfactory number of cash transactions. However, their responses included some errors, and transactions were recorded on the wrong side of the cash book. Their scores ranged from 3 to 6 marks depending on the level of accuracy and completeness of their responses. These responses suggest that the students had satisfactory knowledge and skills for preparing a cash book.

The analysis of the responses given by students who scored from 0 to 2.5 marks lacked knowledge on the preparation of a cash book. Others partially recorded some items in the cash book. Some students prepared the cash book by recording at least four entries correctly, but failed to record other entries. A few students scored some marks because they showed the heading and record on the correct side, some payments and receipts.

A total of 741 (33.70%) of the students who scored zero failed to prepare the cash book. The incorrect responses observed across different student scripts showed that students who scored zero misunderstood the question's demand. For example, some of them reproduced the question as it is from the question paper. Moreover, some students mixed up the receipts and payments on the two sides of the cash book. Others reversed the entries in the cash book, recording receipts on the payments side and vice versa. Thus, students failed to differentiate between the one for recording payments and the side for recording receipts.

Further analysis showed that the students prepared a sales day book instead of a cash book; others did not attempt the question. Some students merely arranged the figures into two columns and totalled each column without considering whether the items represented receipts and payments. Extract 6.2 is an example of an incorrect response to question 6.

Date	Descriptions	Amount(Tzs)
02-oct	Cash sales	50 000/=
03 - oct	purchased good on cash	67 000/=
04-oct	Received cash from Anna	52 000/=
05 - oct	Cash sales	42 000/=
06 - oct	Paid rate	80 000/=
08 - oct	Paid electricity	36 000/=
10 - oct	Cash received from Ali	20 000/=
20 oct	Paid for transport	5 000/=
25-oct	Cash sales	25 000/=
26 - oct	Cash sales	25 000/=
27 - oct	Purchases on cash	11 000/=
30 - oct	Paid wages	10 000/=
	Total	533 000

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

In extract 6:2, the student prepared a combined list of receipts and payments rather than a cash book.

2.7 Question 7: Demonstrate mastery of the concepts, theories, and principles of business education

In this question, students were presented with the following scenario: *Assume you have established a poultry farming project in your local area that employs other people in order to meet the needs of your community. By using six points, write a report to show how you will apply the entrepreneurial skills to make your project successful.*

A total of 2,199 (100%) students attempted the question. Among them, 1,326 (60.30%) students scored 0 to 4 marks, 368 (16.73%) scored 4.5 to 9.5 marks and 505 (22.97%) scored 10 to 15 marks. Students' performance on this question was average, with 39.69 per cent scoring between 4.5 and 15 marks. This performance is summarised in Figure 7.

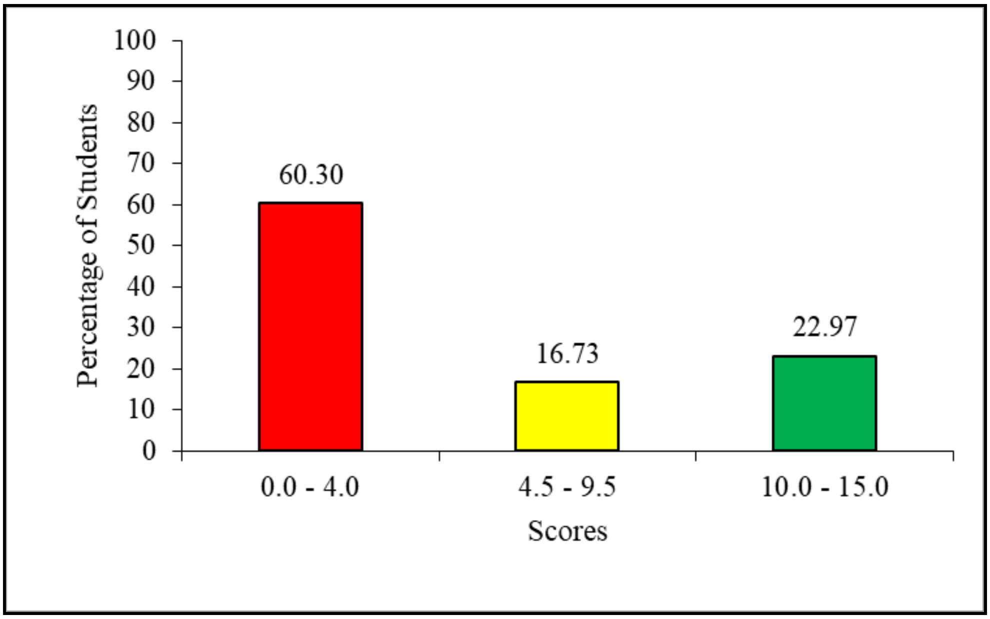

Figure 7: *The Percentage of Students' Performance on Question 7*

The analysis of students' responses shows that 1,326 (60.30%) students performed poorly, scoring 0 to 4 marks, due to factors such as insufficient knowledge of entrepreneurial skills, misconceptions about the requirements of the question, and a lack of clarity in the explanations of the points mentioned. For example, some of the students in this group mentioned fewer than the required points without offering clear explanations. Others managed to identify two correct points out of the required six, but mixed the skills with the characteristics of an entrepreneur.

Students who scored zero in this group failed to demonstrate any correct entrepreneurial skills or provide clear explanations, largely due to a poor understanding of the question's requirements. For instance, some students explained the importance of entrepreneurship, citing job creation, investment encouragement, and competition stimula*tion.* Others described the characteristics of an entrepreneur, including *creativity*, *passion*, *risk-taking*, *vision*, *commitment*, and *leadership*, instead of explaining entrepreneurial skills.

Further analysis of students' responses revealed that some students discussed the purpose or importance of business, such as *generating profit*, producing *goods and services*, and *creating employment*. Moreover, some other students outlined the steps they would follow to complete a project, such as *preparing and cleaning the farm, providing farm security, starting a poultry farming project, transporting the farm, and providing farm security*. Nevertheless, a few students identified and explained their business ideas, such as *selling snacks at school, growing vegetables, and operating a saloon*.

Further analysis revealed that some students identified and explained how they will use the four factors of production, such as *capital*, *labour*, *entrepreneurship*, and *land*. Also, some students explained the community's needs, such as *clothes, water, money, food, building materials*, and *nutrition*. Nevertheless, the students failed to recall that, for an entrepreneur to succeed in a project, specific skills are required, including communication, financial management, sales and marketing, decision-making, negotiation, self-discipline, networking, and leadership. Extract 7.1: is a sample of the incorrect responses to question 7.

7. Assume you have established a poultry farming project in your local area that employ other people in order to meet the needs of your community. By using six points, write a report to show how you will apply the entrepreneurial skills to make your project successful.

Hardworking - by working hard it will help me to success in my project.

Creativity - by creativeness will enable me to get more opportunities which found in order to succeed in my project

Vision - I need to have vision in my project that will lead to me to success in my project.

Risk taking - I need to ensure my business project transaction in order to be aware of risk which will face me and not run it.

Networking - I need to make communication with different people in order to succeed in my project.

Passion - I have to acept and love what am doing that will bring more achievement in my project

Extract 7.1: A sample of the incorrect responses to question 7

In extract 7.1, the student explained the characteristics of entrepreneurs instead of entrepreneurial skills.

A total of 368 (16.73%) students who performed at an average level identified a few correct entrepreneurial skills. Further analysis of students' responses revealed that some students correctly identified some entrepreneurial skills but failed to provide relevant explanations to support their answers. In addition, some other students explained at least two correct entrepreneurial skills, but mixed them with the characteristics of successful entrepreneurs. Furthermore, several students mentioned at least three correct skills without providing explanations. Moreover, other students identified at least two correct skills alongside incorrect ones.

Despite the weaknesses pointed out in students' responses, a total of 505 (22.96%) students scored high marks ranging from 10 to 15. Most of these students correctly identified and clearly explained the entrepreneurial skills entrepreneurs need to succeed. However, their performance varied depending on the quality and clarity of the explanations provided. Students who scored higher marks were able to identify and explain at least four entrepreneurial skills. These students demonstrated their knowledge and competence in entrepreneurial skills and adhered to the question's requirements. However, some students in this category did not score full marks due to discrepancies in their responses. The majority of the students had good essay writing skills, including an introduction, main content, and conclusion in their responses. Extract 7.2 is a sample of the correct answers from one of the students.

7. Assume you have established a poultry farming project in your local area that employ other people in order to meet the needs of your community. By using six points, write a report to show how you will apply the entrepreneurial skills to make your project successful.

Enterpreneurial skills - are the ability that an entrepreneur must have inorder to be able to control, manage and organise the business, This skill help mostly when you start a business e.g poultry farming. Now this is how this entrepreneurial will be applied to make this project successful The following are the ways :-

Use of Business and Financial management skill: to Control the finances and business properties in that business - The first skill is this Business and Financial management skill this skill is most used and it is very important to us as it will help to control business opportunities and properties. Remember In a business a Person can earn profit or loss but this skill can help an enterpreneur to be able to encounter the lass that can happen and deal with magement of the flow of money in the business. Also this skill will help a lot to control different sales e.g creduf sales and deferred payment.

Use of Negotiation skills : to solve different problem that encounters the business ·
Normally In a business their a problems that can occar which can result to potential risks the potential risks I mean are loss, failure to expand the business and different hazards such as fire, Heavy wind which can drop the shop ·
Now this problems are much needed to be prevented because can cause you fail to reach your goal, now this skill of negotiation which mean " solving problem in a good and mannerful way" This skills will help a lot to solve those problems and different hazards.
Interpersonal and Intrapersonal relationship which are communication skills that can help in comming with new ideas of practicing poutry farming - Interpersonal and Intrapersonal and two skills that mostly help in networkings and communication · so this skills can mostly help on improving your business · this ~~of~~ skills mostly helps to come up with new and unique ideas · So Interpersonal and Intrapersonal and Mostly important in creation of networks to different people e·g specialists, friends or mentors · And the meaning of these skills is 'Intrapersonal - a communication done among or btn or within an individual · whole ·
Interpersonal - a communication ~~done~~ done btn two or more people · So this is how this skill will help in a project of poutry farming ·

Leadership skills that can helps to influence towards the goal set - this Leadership skill is also a skill but this skill is used to help to influence people towards accomplishment of a certain goal. This leadership skill must be in the project inorder to achieve your goal but Everyone in a project must have this Leadership skill inorder to accomplish the project of poutry farming and reach your goal.

Decision making skills: which will help to decide where the goods will be sold or kept for consumption or given to people for free Any business A must have the ability or skill of making right decision this skills will help people a lot to make them achieve their goals by making right decision this right decision that you make can help to improve your business while wrong decision will make your fail to improve your business.

Marketing Management skills will help in finding the right market where you can sell your goods. And Marketing is also a skills which will help to sell your goods you produce in a right market. and this was my last points.

And this where you how enterprenenural skills make the project of poutry farming succeed.

Extract 7.2: A sample of the correct responses to question 7

2.8 Question 8: *Demonstrate mastery of the concepts, theories, and principles of business education*

This question, provided the students with the following scenario:

Kipese has started a small carpentry workshop in which he produces furniture and ensure customers get quality products. Basing on this case study, explain six roles played by Kipese as an entrepreneur in the production process in workshop.

The question was attempted by 2,199 (100%) students. Out of them, 1,618 (73.58%) scored from 0 to 4 marks, 505 (22.96%) scored from 4.5 to 9.5 marks, and 76 (3.46%) students scored from 10 to 15 marks. Students' performance on this question was weak whereby, 73.58 per cent of them scored from 0.0 to 4.0 marks. The summary of performance on this question is presented in Figure 8.

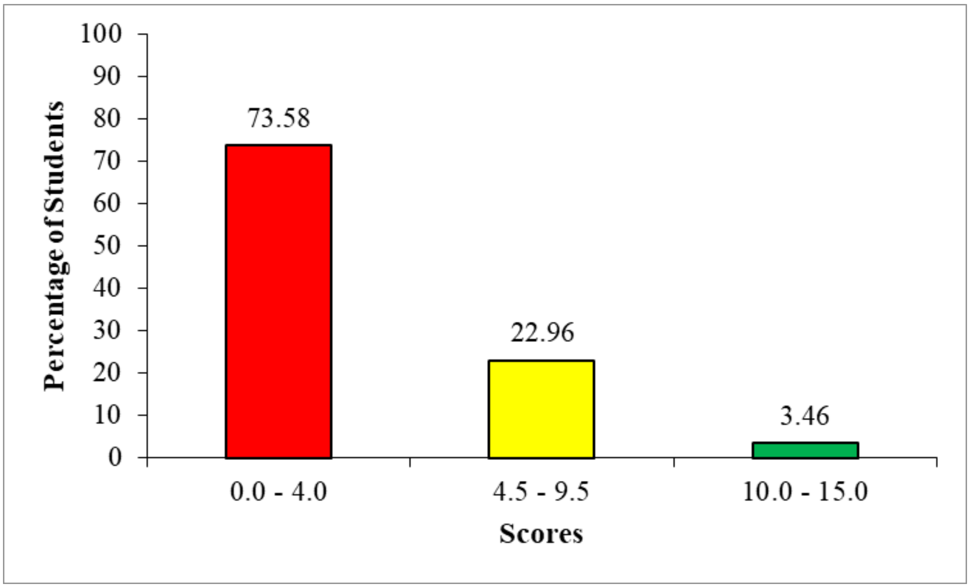

Figure 8: *The Percentage of Students' Performance on Question 8*

A total of 1,618 (73.58%) students who scored 0 to 4 marks performed poorly on this question. The analysis of the student's responses shows that students lacked competence in the roles of entrepreneurs in the production process of furniture at the workshop. Some students wrote the correct introduction and at least one point, but failed to provide more points on the roles of entrepreneurs; instead, they explained the concepts used in business studies. Others mentioned the roles of entrepreneurs without explanation, and some with irrelevant ones.

Furthermore, the analysis shows that 565 (25.69%) students who scored zero had inadequate knowledge of the roles of the entrepreneur. Most of the students explained characteristics of entrepreneurs, such as *vision, risk-taking, passion, commitment, hardwork, autonomy, and innovation.* Moreover, some other students explained factors of production like *capital, labour, and entrepreneurship* instead of the roles. Others explained business studies concepts such as *opportunity cost, scarcity, goods, and services.*

Further analysis of responses revealed that some students explained the importance of production, such as *creating employment*, *contributing to economic development*, *improving the standard of living, and improving infrastructure*.

Further analysis revealed that some students misinterpreted the question's demands by explaining types of production, such as direct and indirect production, as well as the factors of production, including capital, land, labour, and entrepreneurship. The students failed to realise that entrepreneurs play various roles in production, such as organising, initiating business ideas, risk-taking, controlling, and innovating. Other roles of entrepreneurs include innovation, rewarding other factors of production, planning production, selling products, and delivering products. Extract 8.1 presents a sample of the incorrect responses to question 8.

8. Kipese has started a small carpentry workshop in which he produces furniture and ensure customers get quality products. Basing on this case study, explain six roles played by Kipese as an entrepreneur in the production process in workshop.

production – is the proces of trans farming raw material into finisted production to fastly human and want.

distribution – This a prosess of moving good and services form service Infrom where there are produced to share they are dumanded for consumption

Land – is the gift of nature which in include all ressrus used to production such as minor feres and water

Consumption – This is act of using good and service to saftity human need and wants

Labour – is the human effecties skill and experitel requre or produse good and service

Extract 8.1: A sample of the incorrect responses to question 8

In extract 8:1, the student explained business activities instead of the roles of entrepreneurs in the production process.

A total of 505 (22.96 %) students with average performance, whose scores ranged from 4.5 to 9.5 marks, were able to supply some correct answers by providing two to three points with relevant and clear explanations. In addition, students in this category included a relevant introduction in their responses but also mentioned some roles with irrelevant conclusions. Their scores ranged from 4.5 to 9.5 marks, depending on the number of points supplied and the clarity of their explanations.

However, only 76 (3.46%) students performed well on this question; their scores ranged from 10 to 15 marks. These students were able to explain the roles an entrepreneur plays in the production process. Their scores differed because some of them did not provide the correct explanation for certain points. Furthermore, most students in this category understood the question's requirements and were able to explain the roles entrepreneurs play in the production process. Extract 8.2: is a sample of the correct responses from one of the students.

8. Kipese has started a small carpentry workshop in which he produces furniture and ensure customers get quality products. Basing on this case study, explain six roles played by Kipese as an entrepreneur in the production process in workshop.

Entrepreneur; Is a person who initiates, organise and control other factors of production (such as Land, Capital and labour) to start and manage a business. You as an entrepreneur you need to do some roles that may be engaged in production. The following role an entrepreneur needs to do in the production process;

Plan, manage, organise and allocate other factors of production; An entrepreneur needs to organise all the other factors of production so as to ensure the business is financially health and well developed. Factors of production such as land, labour and Capital need to be well managed to ensure your business is financial stable.

Bear risk and uncertainities for the development of the business; You as an entrepreneur you need to bear risk and uncertainity so as to ensure the production process is well completed. This will ensure that the process that an entrepreneur an entrepreneur can bear all the risks that he/she facing.

Innovate and adopt modern techniques of production; An entrepreneur needs to adopt morden techniques that are engaged in production process. This may help him/her to meet the customer needs and wants making him or her to have more and attract many customer as he will produce the goods following their needs and wants.

Define business objectives clearly; An Entrepreneur needs to define the business objectives clearly by ensuring producing the goods that have high quality and knowing the current price of the good in the market.

Preparing all necessary material required in production; An entrepreneur is required to prepare all materials that are needed to be engaged in production process and many essential to avoid scarcity.

Ensure the ~~the~~ goods or products made satisfy customers needs and wants; This is an important role for an entrepreneur that will help him to get and attract more customers in his furniture making.

These are some of the roles that an entrepreneur need to ~~to~~ do in the production process. The roles that Kipese had to do to ensure that he will attract many customers, so, he should do the following roles in the production process.

Extract 8.2: A sample of the correct response to question 8

2.9 Question 9: Demonstrate mastery of the concepts, theories, and principles of business education

In this question, students were supplied with the following scenario: *Juba is planning to use personal savings as a sources of capital instead of external financing to start a small food vending business near a bus* terminal. *By using Juba's case study, suggest three advantages and three disadvantages of using this form of business financing.*

This question was attempted by 2,199 (100%) students. Out of them, 1,409 (64.07%) scored from 0 to 4 marks, 440 (20.01%) scored from 4.5 to 9.5 marks, and 350 (15.92%) students scored from 10 to 15 marks. Students' performance on this question was average, with 35.93 per cent scoring between 4.5 and 15 marks. Figure 9 presents the summary of the performance on this question.

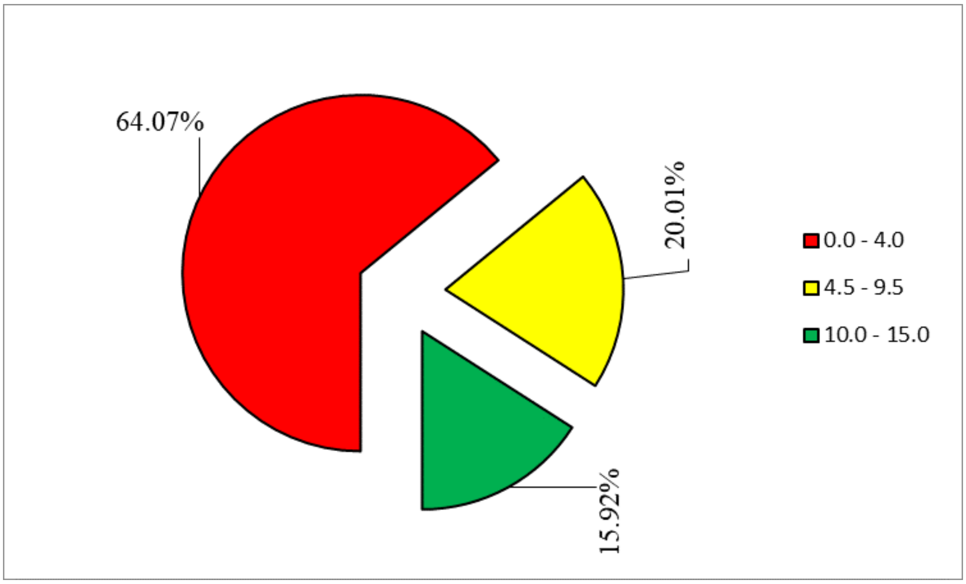

Figure 9: *The Percentage of Students' Performance on Question 9*

A total of 1,409 (64.07%) students scored from 0 to 4 marks indicating poor performance. The analysis of the responses shows that these students lacked knowledge of the advantages and disadvantages of personal savings. Due to a lack of knowledge, students in this group explained at least one correct advantage of personal savings. Also, other students provided partial explanations of the advantages of personal savings, but failed to write anything about the disadvantages of personal savings. In addition, some students mentioned only the advantages, and others mentioned only the disadvantages of personal savings.

On the other hand, 918 students (41.75%) who scored zero failed to understand the question's demands. Some of them explained the advantages of entrepreneurship, such as understanding customer needs, improved goods and services, and job creation, rather than explaining the advantages and disadvantages of personal savings. Some students failed to understand the question's demand, which led to the inclusion of irrelevant points. For example, one of the students explained the advantages of entrepreneurship, such as *promoting innovation, creating innovation*, and *profit*. These responses revealed students' lack of knowledge about the advantages and disadvantages of personal savings. Another observation was that other students demonstrated some knowledge of the topic but failed to relate it to the demands of the question. Many students under this category did not recognize that long-term security, immediate access, absence of collateral requirements, flexibility, and lower financial risk are key advantages of personal savings. Similarly, they were unaware that the lack of documentation, absence of interest, limited funds, and opportunity cost are among the disadvantages of personal savings. Extract 9.1 is a sample of an incorrect response from one of the students.

9. Juba is planning to use personal savings as a sources of capital instead of external financing to start a small food vending business near a bus terminal. By using Juba's case study, suggest three advantages and three disadvantages of using this form of business financing.

Sole proprietorship is a business that owned and controlled by single owner. in this business there are profit and loss. The following are the profit of this busi ness:

No sharing profit and loss: in thi s business incase any profit happe in their business the owner only use and in case of any loss the ownor should be responsib lo there is no sharing profit and loss.

Starting up with small capital: in this business there is no need of lar ger capital to ~~con~~ strat the business but there are small capital to start busine ss.

Controlled by single owner: in this business one person only controll the busine ss there is no need of many people to

controll business but one person only controll business.
-The following are the duadvantage of this form of business
Working long hours; in this bu siness the owner work a long ~~th~~ time there is no permit of time to finish to work but in this business the own er work long hour.
Difficult to expand the business: there is difficult to expand this busi ness because of the one controller only so in order to expand ~~this~~ business ther e is some difficult to expand.
Unlimited liability: the owner's personal assets are used to pay debt in this business there a limited liab lity to their business
Conclusion, The mentioned above are some advantage and disadvantage of sole proprietor ship but there is futures of this business such as unlimited liabili ty, single owner, small start up capital, stabi lity and no sharing of profit and loss

Extract 9.1: A sample of the incorrect responses to question 9

In extract 9.1, the student explained the general advantages and disadvantages of a sole proprietorship form of business, rather than the advantages and disadvantages of personal savings.

Students who performed moderately identified some correct advantages and disadvantages of personal savings for small businesses; however, their explanations lacked clarity and did not fully meet the requirements of the question. Other students in this category presented advantages and provided appropriate explanations for a few of them, as well as the disadvantages. Furthermore, some students explained at least two advantages or disadvantages of personal savings. Their responses included some advantages and disadvantages of the sole proprietorship form of business.

Despite the weakness observed in students' responses, 350 (15.92%) students scored high marks, ranging from 10 to 15. These students demonstrated sufficient knowledge of financing small businesses through personal savings as a source of capital. Particularly, the advantages and disadvantages of personal savings and explained their responses in line with the question's requirements. Students who scored full marks correctly explained all three advantages and three disadvantages of personal savings. These students demonstrated adequate ability to present their responses in a clear and organized manner, divided into an introduction, main body, and conclusion. Extract 9.2 is a sample of the correct responses to Question 9.

9. Juba is planning to use personal savings as a sources of capital instead of external financing to start a small food vending business near a bus terminal. By using Juba's case study, suggest three advantages and three disadvantages of using this form of business financing.

Personal saving: Is the setting side of apart of money sto red for future use. The following are advantages of perso nal savings.

No debt: Personal saving it has no debt because when a person stores his money cannot be a debt of someone rather than having loans to the bank which causes a person to ha high interest rates. so personal saving it has no debt in our daily life situations

Long term security: Personal saving it has more security because a person saves its money and protect himself in order to have a huge price for its personal issues and its is long te rm security because it can be stored within long term compare d to loans taking.

Immediate access: Personal saving it is immediate access because it can be easily to get opportunity or opportunities wit hin a short period of time and a person can get opportunities because has savings which have been stored for long term and access services easily because has that money in that time. The following are the disadvantages of personal savings

Behavioural bias: Personal saving it may cause behaviour a bias because when a person set aside of money may be may go to use the services/money for bad things e.g. guest houses for sexual affairs. Because the personal savings is immediate access causes that person to have bad behaviours.

limited access to capital: Personal saving it may cause a person to have limited access to capital because when a perso n uses badly the personal saving he/she may find that has no the capital so it causes him to have limited access to access the services which are offered in the community and loosing of opportunities which are available.

Opportunity cost: Is the loss of potential gain from choosing one alternatives than one another. so, personal sa ving it causes a person to have opportunity cost because the personal saving is long term security and immediate access and a person desires to use the savings owing the advantages and he/she chooses to desire and use of all savings, so that person has used the capital to accompli sh the opportunities available

Generally, There are advantages and disadvantages which occurs on personal savings practices and if you follow the disadvantages no any advantages will happen when practising this form of fund, so use personal saving corre ctly for better capital getting.

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

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER SPECIFIC COMPETENCE

The analysis of performance per specific competence shows that the various competences assessed in question 1, using multiple-choice items, had a good performance of 82.08 per cent. The analysis further shows that, two specific competencies had average performance. Demonstrate mastery of the basic skills of operating a small-scale business 57.98 per cent. This competence was tested in question number 6. Demonstrate mastery of the concepts, theories, and principles of business education, as assessed in questions 2, 3, 4, 5, 7, 8 and 9, with an average performance of 54.41 per cent. Moreover, no specific competence had weak performance. Therefore, the average performance in these was attributed to students' inadequate knowledge of the subject matter, misinterpretation of the question requirements, and poor command of the English language. The summary of performance by competence is shown in the Appendix.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of students' performance in the 065 Business Studies subject in the Form Two National Assessment (FTNA) 2025 indicates that the overall performance was average, with 58.46 per cent of students passing the assessment. The analysis of the students' item responses revealed factors that contributed to the weak performance of some students, such as failure to interpret the requirements of the questions, poor mastery of the subject, and limited proficiency in the English Language. Some students' performance was attributed to their sound knowledge and competence in the subject matter, as well as their ability to interpret the demands of the question.

4.2 Recommendations

To improve students' performance in the Business Studies subject in the future national assessment:

(a) Teachers should provide more assignments to students, particularly in financial and other record-keeping, profit-and-loss calculations, budgeting and control, and administration.

(b) Teachers should support students in enhancing their English Language skills by organising debates and overseeing English-speaking campaigns in schools. This strategy 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 and communication skills.

(c) Teachers should make greater use of case studies during lessons to help students relate theoretical concepts to real-life situations. Through case studies, students can analyze practical business scenarios, improve problem-solving skills, and gain a deeper understanding of learning activities such as management, record keeping, budgeting, and decision-making in small businesses.

(d) Teachers should guide students in recording transactions in the cash book, considering the nature of each transaction. In addition, teachers should help students differentiate between receipts (income) and payments (expenses).

Appendix: The Summary of the Students' Performance by Specific Competence in the FTNA 2025

S/N	Specific Competences	Questions Number	Percentage of Students who Scored 30 Per cent or Above	Average Performance Per Specific Competence (%)	Remarks
1.	Demonstrate mastery of the concepts, theories, and principles of business education, demonstrate mastery of the basic skills of operating a small-scale business, and apply business theories into practice	1	89.70	89.70	Good
2.	Demonstrate mastery of the basic skills of operating a small-scale business	6	57.98	57.98	Average
3.	Demonstrate mastery of the concepts, theories, and principles of business education,	2	82.08	54.41	
		5	67.44		
		3	65.44		
		4	63.89		
		7	39.70		
		9	35.93		
		8	26.42		