**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**

**STUDENTS' ITEMS RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2018**

# 061 COMMERCE

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# FOREWORD

The Form Two National Assessment (FTNA) is a two years formative assessment in secondary education which, among other things, assesses the knowledge and skills acquired by the students in their two years of Ordinary Secondary Education. The report has been prepared to assist teachers, school quality assurers, policy makers and the public in general to get feedback that will guide the successive teaching and learning process.

The analysis presented in this report is intended to contribute towards understanding of possible reasons behind the students' responses in the Commerce subject. The report highlights the factors that made the students to score high marks in the questions. Such factors include ability to identify the demands of the questions, ability to follow instructions and adequate knowledge of the concepts related to the subject, and knowledge and skills of commercial mathematics. The report also highlights the factors that made some students fail to score high marks in individual questions. These include inability to identify the demands of the questions, lack of commercial mathematics skills, poor command of English language and inadequate knowledge and skills on the concepts tested. The feedback provided in this report will enable the education stakeholders to identify proper measures to be taken in order to improve the teaching and learning process, hence improvement of performance in future assessments administered by the National Examinations Council of Tanzania.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from Regional Education Officers, teachers, students, school quality assurers and other education stake holders. Such comments and suggestions can be used for improving future Students' Item Response Analysis reports.

Finally, the National Examinations Council of Tanzania would like to thank the examination officers, examiners and all those who participated in the preparation and analysis of the data used in this report.

Dr. Charles E. Msonde
**EXECUTIVE SECRETARY**

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## 1.0    INTRODUCTION

This is the analysis of items response of the students who sat for the Form Two National Assessment (FTNA) in Commerce subject in November 2018. It shows students' performance question-wise by identifying the students' strengths and weaknesses when attempting the questions. The report also analyses the questions which were well performed, moderately performed, and poorly performed with the possible reasons.

The Commerce paper consisted of seven (7) compulsory questions divided into three sections: A, B and C. Section A had three (3) questions of which question 1 carried (10) marks, question 2 carried (5) marks, and question 3 carried (15) marks. Section B consisted of two (2) questions which carried 15 marks each, and section C consisted of two (2) questions which carried 20 marks each.

The results' report released by The National Examinations Council of Tanzania (NECTA) shows that 89,828 students sat for the 2018 Commerce assessment paper, of which the results of 1,055 students were withheld for various reasons. The report further shows that a total of 88,831 students had clean results of which 48,249 students (54.32%) passed with grades A, B, C and D. 1,974 students (2.22%) obtained an A grade, 3,396 students (3.82%) obtained a B grade, 16,462 students (18.53%) obtained a C grade and 26,417 students (29.74%) obtained a D grade. However, a total of 40,582 students (45.68%) failed. This indicates that the 2018 performance has increased by 20.89 percent as compared to the performance in 2017 where 101,127 students sat for the assessment, out of which 33,808 (33.43%) passed, and 67,319 (66.29%) failed.

The Form Two National Assessment (FTNA) report provides the analysis of each question by giving an overview of what the students were required to do, the general performance and the reasons for their performance. Charts and graphs have been used to illustrate the students' performance question-wise. In addition, extract samples of good and poor students' responses are included in the question analysis. Teachers and students are encouraged to use this report, in order to improve students' performance in the subject.

In analyzing the students' performance in each question and topic, the performance is graded as good, average or poor if the students scored from 65 to 100 percent; from 30 to 64 percent and from 0 to 29 percent respectively.

For easier interpretation of the three categorized grades of students' performance, three basic colours namely green, yellow and red have been used to represent good, average and poor performance respectively.

## 2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

### 2.1 Question 1: Multiple Choice Items

The question consisted of ten (10) multiple choice items worth 1 mark each, making a total of 10 marks. The items were composed from seven topics namely; *Production, Domestic Trade, Warehousing Management, Commerce Basics, Entrepreneurship, Economics Basics and Transportation.* The question intended to measure students' understanding of various commercial concepts and terminologies which are used in the study of commerce, and their application in their day to day activities.

All students 89,828 (100%) attempted this question out of which 23,610 (26.3%) scored from 7 to 10 marks, 52,569 (58.5%) scored from 3 to 6 marks and 13,649 (15.2%) scored from 0 to 2 marks. The students' general performance in this question was good since 84.8 percent of all students scored an average of 30 percent or above, of all the marks allocated. Figure 1 summarises the students' performance in question 1.
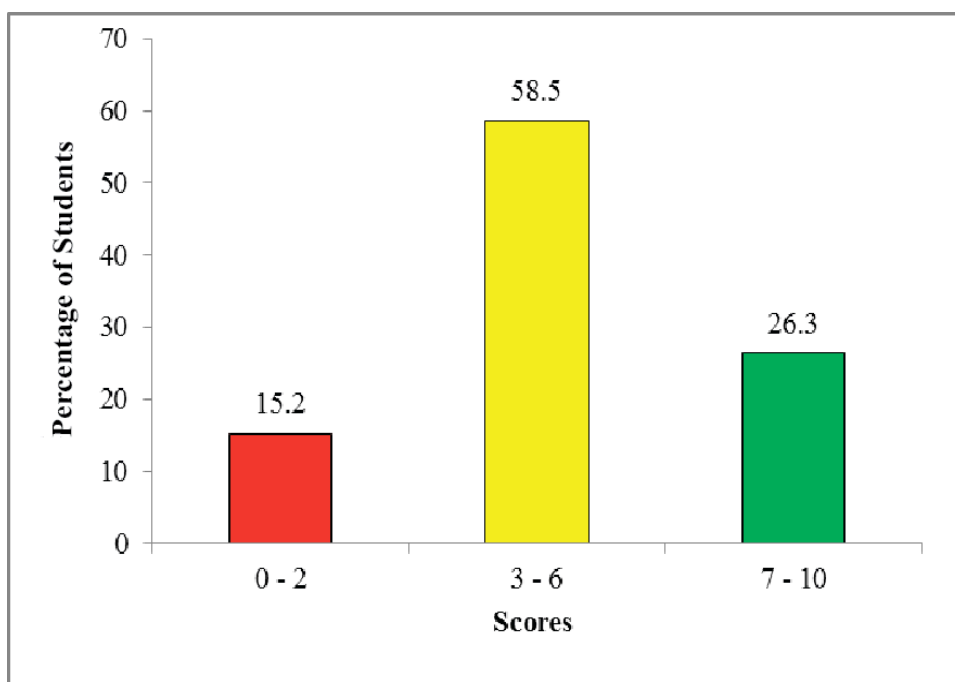
**Figure 1:** *Percentages of Students' Performance in Question 1*

In item (i), students were required to identify the production process in which a farmer grows maize for sale. The options were:

A  *direct production*      B  *direct service*
C  *indirect production*    D  *indirect services*

The item aimed to test the students' understanding on the methods of production. The correct response was *C: indirect production*. The students who opted for the correct response were able to differentiate direct production from indirect production. In indirect production, the producer of goods and services produces for the purpose of selling to others. Some students who opted for *A: direct production* confused the two methods "direct" and "indirect" production. They were incorrect because direct production involves production of goods and/or services for one's own uses and not for sale. Those who opted for *B: direct services* or *D: indirect services* were not aware that direct and indirect services involve provision of services and not production of goods. They failed to differentiate production of goods from production of services.

In item (ii), the students were required to identify the label which shows the price of particular goods in a shop. It was: *The label which shows the price of particular goods in a shop is called*

| | |
|---|---|
| A   price list | B   price tag |
| C   invoice | D   branding |

The correct response was *B: price tag.* The students who opted for the correct response understood the meaning of different concepts and terminologies used in buying and selling of goods. The students who opted for *A*: *price list* did not understand the meaning of the term price list. Price list is a document which gives a list of the goods in stock and their respective prices. It is used when the commodities required are well known to buyers and do not need detailed descriptions. On the other hand, the students who opted for *C: invoice* failed to realise that an invoice is a document prepared by the seller to the buyer who buy goods on credit to show the details of the goods bought. Likewise, those who chose *D: branding* were wrong since branding is about giving name to a product and not showing the price of particular goods in a shop.

In item (iii), students were required to identify the order point from the given data. The item given was: *Mawingu trader's daily sales volume is 4 tons, minimum stock is 9 tons, and delivery time is 20 days. What will be his order point?*

| | |
|---|---|
| A   56 tons | B   89 tons |
| C   71 tons | D   56 tons |

This item was set to test the students' ability to use the data given in the question and apply the appropriate formula to compute the order point. The correct response was *B*: *89 tons*. The formula applied was (daily sales x delivery time) + minimum stock = order point. Those who opted for the other options failed to apply the correct formula to compute order point. For example, the students who opted for *A*: *56 tons* calculated the order point with incorrect formula like (daily sales x minimum stock) + delivery time. In addition, the students who chose *C*: *71 tons* applied (daily sales x delivery time) – minimum stock = order point. This shows that they failed to recall the correct formula hence provided incorrect answers. Also some

students opted for incorrect responses because they had no idea on the concept tested, which implies that they responded by guessing.

Item (iv) stated: *What is the main purpose of commerce?*

A    *To bridge the gap between wholesalers and retailers*

B    *To bridge the gap between producers and retailers*

C    *To bridge the gap between producers and consumers*

D    *To bridge the gap between retailers and consumers.*

The correct response was *C: To bridge the gap between producers and consumers.* Those who opted for the correct response reflected their understanding in the subject matter tested (the purpose of commerce). The students who opted for *A: To bridge the gap between wholesalers and retailers, B: To bridge the gap between producers and retailers* and *D: To bridge the gap between retailers and consumers* lacked knowledge in the concept of the main purpose of commerce. They failed to recall that retailers and wholesalers are middlemen who facilitate the accomplishment of the purpose of commerce as they provide services to both consumers and manufacturers. Hence, the two (wholesalers and retailers) are the links and not the ends in connection with the purpose of commerce.

In item (v), students were required to identify an aid to trade among the given alternatives. The alternatives were:

A    *commerce*              B    *direct services*

C    *trade*                 D    *communication.*

The item intended to test students' understanding of the divisions of commerce. The correct response was *D: communication*. The students who opted for the correct response demonstrated their knowledge of the branches of commerce, specifically on aids to trade, hence identified communication as an aid to trade from the given options. Those who opted for *A*: *commerce*, failed to realise that aids to trade is part of commerce and not the vice versa. Commerce consists of trade and aids to trade whereas aids to trade consist of banking, insurance, warehousing, transportation, advertising, and communication. The students who chose *B: direct services* confused the branches of production with the branches of commerce. Direct services is one of the branches of production which deals with provision of personal and public services and not part of aids to trade. Furthermore, the students who opted for *C: trade* failed to understand that trade is not part of

aids to trade but a branch of commerce that deals with exchange of goods and services.

Item (vi) was set to measure the students' knowledge on the functions of an entrepreneur. The item was *A person who coordinates all productive resources and bears the business risks is called*

A   a business manager          B      an entrepreneur
C   entrepreneurship            D      consumer.

The correct response was *B: an entrepreneur*. Those who opted for the correct response had sufficient knowledge on the concept of entrepreneurship and the functions of an entrepreneur. However, the students who opted for *A: a business manager*, were incorrect because a business manager can simply be an employee who does not take the risks of the business as he/she is not the business owner. Some students opted for *C: entrepreneurship* as they failed to differentiate the terms "an entrepreneur" and "entrepreneurship".

An entrepreneur is a person who coordinates all productive resources and bears the business risks, whereas entrepreneurship is the process of generating viable business ideas, evaluating and establishing business ventures that offer products or services to consumers.

Those who opted for *D: consumer* were wrong because consumer is not involved in coordinating productive resources or bearing the business risks. On the contrary, a consumer is the final user of the products which are offered by entrepreneurs.

Item (vii) the students were required to identify an option which reflects the effect of increase in supply. The item was *The effect of increase in supply is reflected by*

A      a shift of supply curve to the right
B      a shift of supply curve to the left
C      an upward movement along the supply curve
D      downward movement along the supply curve.

The item aimed to measure the students' ability to identify the effects of change in supply due to change in other factors when price remains constant. The correct response was *A: a shift of supply curve to the right*.

The students who opted for the correct response had enough knowledge on the theory of supply. While the price of a particular product may be held constant, the supply may increase or decrease due to change in other factors such as *technology, costs of production, competition, weather and climate* and others. According to the question, the effect of increase in supply causes a shift of the supply curve from the origin to the right. Those who opted for *B: a shift of supply curve to the left* were not aware that a shift of supply curve to the left implies a decrease in supply and not an increase in supply. Furthermore, those who chose *C: an upward movement along the supply curve* and *D: downward movement along the supply curve* were not correct because movement along the supply curve occurs when price changes while other factors remain unchanged. Option C shows extension of the supply curve while D shows contraction of the supply curve.

Item (viii) was set to test students' understanding of the meaning of insurance as one of the aids to trade. The item was as follows:
*The best way in which individuals and organizations use to protect their businesses against risks is*
A    *creating bank account through which all business cash are deposited*
B    *increasing number of employees into the business*
C    *insuring their employees through insurance companies*
D    *insuring their businesses through insurance companies.*

The correct response was *D: insuring their businesses through insurance companies*. The students who opted for the correct response understood the meaning of the term insurance and its main role as an aid to trade. Some candidates chose *A: creating bank account through which all business cash are deposited*. The response was not correct because the bank account is specifically for keeping customers' cash, but the cash may not be safe while in transit. The students who opted for *B: increasing number of employees into the business* had misconception that having many employees makes it easy to protect the business against risks. The answer is not correct because many employees in the business depend on the size and nature of the business as well as the financial position of the business. Therefore employing many workers without considering the afore mentioned factors may result into business risks. Some students opted for incorrect option *C: insuring their employees through insurance companies* which is specific for

accident insurance, in which the employer insures his/her employees against accidents while at work.

In item (ix), the students were required to identify the elements of transport. The item was as follows: *Which of the following present the elements of transport?*
A    *The way, unit of carriage, method of propulsion and terminal*
B    *Railway, road, air and unit of carriage*
C    *Water, land, road and air*
D    *An aeroplane, train, ship and motor vehicle.*

The item intended to measure students' knowledge of the elements of transport. The correct response was *A: the way, unit of carriage, method of propulsion and terminal*. The students who opted for the correct response had better understanding of the elements of transportation and the forms of transport hence identified the correct option from the given alternatives. Nevertheless, some students who chose *B: railway, road, air and unit of carriage* were wrong because the response consists of part of elements of transport and forms of transport. Those who opted for *C: water, land, road and air* failed to differentiate the forms of transport from the elements of transport. However, road is considered as part of land as a form of transport. Some students who opted for *D: an airplane, train, ship and motor vehicles* failed to realise that, these are categorized as units of carriage; all of which make only a part of the elements of transport.

In item (x), the students were required to identify the characteristics of retail trade from those of wholesale trade in terms of initial capital. The item stated: *Why is it easy to establish retail trade as compared to wholesale trade?*
A    *It requires small amount of capital*
B    *It has many customers*
C    *No competition among retailers*
D    *It does not need record keeping.*

The correct response was *A: it requires small amount of capital*. The students who opted for the correct response were able to differentiate the characteristics of retail trade from those of wholesale trade. The students who opted for *B: it has many customers* confused reasons for the existence

of a retail business with why is it easy to establish retail business as compared to wholesale trade. Other students who opted for *C: no competition among retailers* were wrong because in a free market business environment, competition is inevitable among various business entities. Those who opted for *D: it does not need record keeping* were incorrect because there is no business whatsoever that can survive without record keeping.

## 2.2 Question 2: Matching Items

The question consisted of five (5) matching items each carrying 1 mark. The items were composed from the *Warehousing Management* topic. The students were required to match the items in **List A** with the responses in **List B** by writing the letter of the correct response in the table provided. The question was presented in the table form as follows:

| *List A* | *List B* |
|---|---|
| (i)   The excess of sales over cost of goods sold. | A   Margin |
| (ii)  The gross profit as a percentage of sale. | B   Stock turn rate |
| (iii) The ratio of cost of goods to average stock. | C   Mark up |
| (iv)  The excess of cost of goods sold over sales. | D   Gross profit |
| (v)   The gross profit as a percentage of cost price. | E   Cost of goods sold |
|  | F   Gross loss |
|  | G   Cost   of   goods available for sale |

The question was attempted by 89,826 (100%) students out of which 20,014 (22.3%) scored from 4 to 5 marks; 27,832 (31%) scored from 2 to 3 marks and 41,980 (46.7%) scored from 0 to 1 mark. Among the students who scored from 0 to 1 mark, 18,235 (20.3%) scored a zero mark. The overall students' performance in this question was average as 53.3 percent of the students scored an average of 30 percent or above of the allocated marks.

The question intended to test the students' ability to apply different formulae used in stock calculations. The students who scored high marks were able to apply their knowledge of the concept of stock calculations to determine the correct responses hence, matched most of the items with the correct responses. Some of them scored full marks as they matched all the items with the correct responses. Those with average marks had partial knowledge of stock calculations, hence scored some marks on two to three items out of five given items. Many of them were able to respond correctly to item (i) and (iv) because the concepts do not involve ratios and are also practiced in Book keeping more frequently than items (ii), (iii) and (v). The students who scored low marks lacked knowledge of the terms used in stock calculations, therefore they wrongly matched most of the items. Figure 2 summarises the students' performance in question 2.
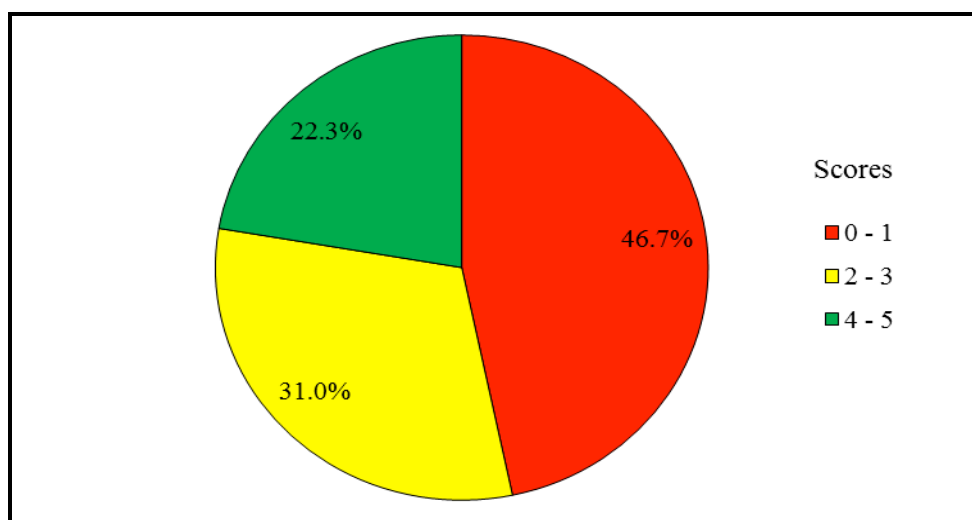


**Figure 2**: *Percentages of Students' Performance in Question 2*

In item (i), students were required to *identify the result obtained as the outcome of the excess of sales over cost of goods sold*. The correct response was *D: Gross profit*. The students who matched the item with the correct response were aware that when sales is greater than cost of goods sold the difference is noted as gross profit. Majority of the students who opted for *F: Gross loss* failed to differentiate gross loss from gross profit. The students who opted for *E: cost of goods sold* were attracted by the term cost of goods sold which was found in the item. Those who opted for *G: Cost of goods available for sale* did not understand the meaning of the term "cost

of goods available for sale" which is obtained by adding opening stock to net purchases.

In item (ii), students were required to *identify the term which stands for the gross profit as percentage of sales*. The item intended to test the students' understanding of the concepts of margin and markup. The correct response was *A: Margin*. The students who matched the item showed their correct understanding of the concepts. They realised that computation of margin involves gross profit percentage with sales while markup involves gross profit percentage with cost price. The students who opted for *C: markup* failed to differentiate between mark up and margin.

In item (iii), students were required to *identify the ratio which is determined by cost of goods sold over average stock*. It was intended to test the students' ability to recall the appropriate formula used to calculate the rate of stock turn. The correct answer was *B: Stock turn rate*. The students who matched the item with a correct response were able to recall the formula. Students who matched the item with either *A: Margin, C: Markup, D: Gross profit* or *G: Cost of goods available for sale* failed to apply the knowledge of stock calculations. In addition, some of the students lacked knowledge on the concept of stock calculations. Therefore, they responded by guessing.

In item (iv), students were required to select *the item which matches with the excess of cost of goods sold over sales*. The correct answer was *F: Gross loss*. The students who matched the item correctly understood that when the cost of goods sold is greater than sales the difference is gross loss. Majority of the students who failed to match the item with the correct response matched it with *D: gross profit*. They confused the two concepts, gross profit and gross loss, hence failed to identify the correct response. Some students opted for *C: Markup*, while others matched with *E: Cost of goods sold*. They were wrong because the responses were contrary to the demand of the item.

Item (v) required the students to *identify the term which matches with the gross profit as percentage of cost price*. The correct response was *C: Markup*. Some students who failed to match the item with the correct response matched it with *A: margin* as they failed to know how to find

markup and margin. Others chose *E: Cost of goods sold* or *G: Cost of goods available for sale* as they had inadequate knowledge of stock calculations.

## 2.3 Question 3: True or False and Filling in the Blanks Items

The question consisted of ten (10) True or False items in part (a) and five (5) filling in the blanks items in part (b), making a total of fifteen (15) items carrying 1 mark each.

The items were set from all seven (7) topics covered in the form one and two syllabi. In part (a), the students were required to write **True** if the statement given was correct and **False** if the statement was not correct. Part (b) required the students to complete the sentences by filling in the blanks with the correct word(s).

The question was attempted by 89,823 (100%) students out of which 10,308 (11.5%) scored from 10 to 15 marks, 57,3982 (63.9%) scored from 5 to 9.5 marks and 22,117 (24.6%) scored from 0 to 4 marks. Generally, the students' performance in this question was good. Figure 3 summarises the students' performance in question 3.
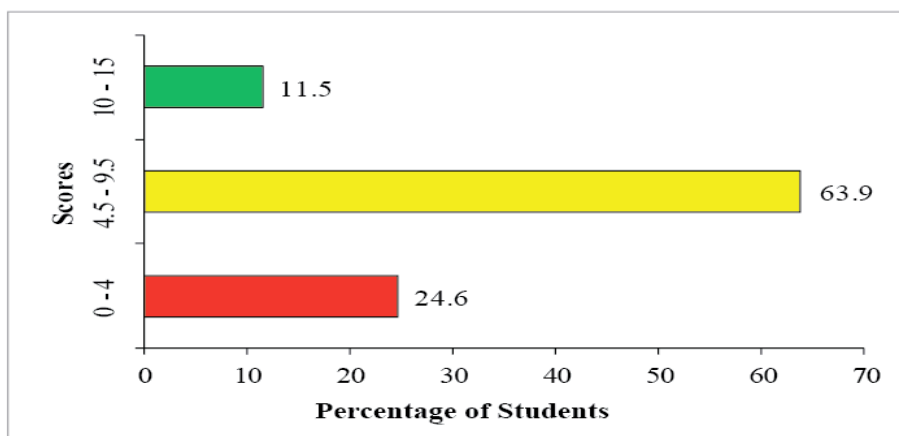


**Figure 3**: *Percentages of Students' Performance in Question 3*

The students who scored high marks had better understanding of the concepts tested from different topics. Many of them were able to answer correctly most of the items in part (a) than in part (b). The items which were incorrectly answered by many students in part (a) were (ii), (iv) and

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(vii). In part (b), the items which were not correctly answered by most of the students were (i) and (v). Extract 3.1 shows a sample of good response.

**Extract 3.1**

3. (a) Write **True** if the statement is correct or **False** if the statement is not correct in the spaces provided.

    (i)     Wants refers to the quantity of commodities that consumers are willing and have an ability to buy at a given price at particular period of time. ...false.................

    (ii)    Shift in demand occurred when price of a commodity changes but other factors remain constant. ....false.............

    (iii)   Domestic trade consists of import trade and wholesale trade. ...false.....................

    (iv)   Warehousing reduces the risk of price instability. ...True.........

    (v)    Minimum stock is the stock level at which placing of the new order must be done. ...false....................

    (vi)   Trade is basically categorised as home trade and foreign trade...True.........

    (vii)  Goods sold on hire purchase system carries higher price than those sold on cash basis. ...True...................

    (viii) Water transport is more efficiency in transporting perishable goods. .False...........

    (ix)   Goods remain unsold at the end of the particular trading period is known as opening stock. .false................

    (x)    An entrepreneur performs the managerial functions like production planning, purchasing of raw materials, arrangement of finances and organising sales. ...True.........

(b) Complete the following sentences by filling in the blanks with the correct word(s).

(i) The study which deals with allocation of scarce resources to satisfy needs and wants is known as ..*economics*...............................................

(ii) Human needs which are not necessary for human survival are called ...*luxury needs*...........................................................

(iii) The process of giving name to a product is called ..*branding*...............................

(iv) The art of selling goods in small quantities to the final consumer is called ..*retailing*......................................

(v) The characteristic of a successful entrepreneur in which the entrepreneur must have belief in him/herself and the ability to achieve the expected goals is called ..*self - confidence*...........................

Extract 3.1 is a sample of correct response from one of the students who was able to answer all the items correctly.

In part (a) the students were required to write **True** if the statement given was correct or **False** if the statement was not correct.

In item (i), the statement given was *Wants refers to the quantity of commodities that consumers are willing and have ability to buy at a given price at a particular period of time*. The item aimed to test students' ability to differentiate "wants" from "demand". The correct answer was *False*. The students who responded correctly understood that a customer may want something and willing to buy, but he/she does not have purchasing power to buy. When a person is willing and has ability to buy a product it implies "demand" for the product and not "want". The students who wrote *True* failed to differentiate wants from demand.

In item (ii), the statement required the students to identify whether a *shift in demand occurs when price of a commodity changes but other factors remain constant* or not. The correct response was *False* because whenever

the price of a commodity changes while other factors remain constant, it implies change in quantity demanded and not change in demand. The students who responded incorrectly failed to recall the key point regarding a shift in demand which states that the price of a commodity remains constant while other factors change.

In item (iii), the statement was *Domestic trade consists of import trade and wholesale trade.* The item intended to measure students' understanding on the divisions of domestic trade. The correct response was *False* because the branches of domestic trade comprise Wholesale trade and Retail trade. In the statement given, import trade is a division of foreign trade and not domestic trade. Some of the students who wrote *True* failed to realise that wholesale trade is a branch of domestic trade but import trade is not as it deals with buying of goods/services from overseas. Therefore it cannot be part of domestic trade which involves buying and selling within the national boundaries.

Item (iv) stated that, *Warehousing reduces the risk of price instability.* The item intended to measure the students' understanding of the advantages/importance of warehousing. The correct response was *True* because some goods are produced seasonally and others are demanded seasonally but with warehousing all goods can be supplied throughout the year as they are demanded, which reduces the risk of price instability.
However, there are some students who wrote *False* as they were not aware about the advantages of warehousing to both consumers and suppliers. Possibly, some of them found it difficult to translate the term 'instability' which led to their incorrect response.

Item (v) required the students to identify whether *minimum stock is the level at which the new order must be placed* or not. The item aimed to test the students' ability to identify different stock levels. The correct response was *True.* Minimum stock is the level below which the stock should not fall. This level is maintained to safeguard the business against unexpected delays after new orders have been placed. The students who opted for *False* confused the meaning of "minimum stock" with that of "opening stock". Opening stock refers to the goods available for sale at the beginning of a trading period for a continuing business. Therefore they responded based on the concept of opening stock instead of minimum stock.

In item (vi), the statement was *Trade is basically categorized as home trade and foreign trade.* The item aimed to test students' understanding on the branches of trade. The students who had knowledge on the branches of trade were able to provide the correct response which was *True*. On the other hand, the students who provided incorrect response *False* lacked knowledge of the branches of trade.

Item (vii) required the students to identify whether *goods sold on hire purchase system carry higher price than those sold on cash basis* or not. The item intended to test the students' knowledge on the price of goods sold on hire purchase and those sold on cash basis. The correct response was *True*. However, there are some students who wrote "False" as they failed to realise that the price on hire purchase is usually higher than the cash price because it includes interest. Hence the interest paid is an additional amount over the cash price.

In item (viii), the statement was *Water transport is more efficient in transporting perishable goods.* This item was set to test the students' ability to identify the appropriate mode through which perishable goods can be transported. The correct response was *False* because perishable goods deteriorate within a short period of time and water transport is a slow means of transport so it is not an efficient means of transporting perishable goods. The students who wrote *False* failed to recall the meaning of perishable goods thus they assumed that perishable goods are the type of goods that can stay for a long period of time and therefore water transport could be more effective than other means of transport. Other students responded to the item by guessing or trial and error as they lacked knowledge on the concept of transporting and the items to be transported.

In item (ix), the students were required to memorize the meaning of opening stock as the statement was *Goods that remain unsold at the end of a particular trading period is known as opening stock.* The item intended to test the students' knowledge on the meaning of different stock levels. The correct response was *False* because unsold stock at the end of the trading period is referred to as closing stock. Some of the students whose response was "True" failed to identify the appropriate time at which the stock in hand is considered as opening stock or closing stock.

The statement in item (x) was *An entrepreneur performs the managerial functions like production planning, purchasing of raw materials, arrangement of finances and organizing sales.* The correct response was *True*. The item intended to measure students' ability to recall different managerial functions performed by an entrepreneur. Some students who wrote *False* failed to understand that for smooth undertaking of the production process, the entrepreneur must perform certain specific functions including managerial function.

In part (b), students were required to complete each of the given five sentences by filling in the blanks with the correct word(s). However, items (i) and (v) were either not attempted or incorrectly responded to by most of the students. The reason for incorrect response in part (i) and (v) was failure to differentiate economics, commerce and production in item (i) while item (v) they confused the characteristics with the functions of an entrepreneur.

Item (i) was composed to test students' understanding of the meaning of the term "Economics". The sentence was *The study which deals with allocation of scarce resources to satisfy needs and wants.* The correct response was *Economics* because needs and wants are always plenty but resources are scarce. Thus land, labour and capital need to be allocated so as to satisfy human needs and wants.

The analysis shows that the item was incorrectly answered by majority of the students as they failed to differentiate the key words that are used in the meaning of the terms *commerce*, *economics* and *production*. Thus some of the students wrote "Commerce" but they were wrong because commerce is a branch of economics that deals with exchange and distribution of goods and services and not the allocation of scarce resources. Other students wrote *production* but they were not correct because production deals with creation of utility. Furthermore, there were some students who responded by writing *utility*. These students were attracted by the words *satisfy needs and wants* which are also found in the meaning of the term utility. In addition, some students wrote different commercial terminologies such as *demand, transportation* and *market research* which are not related to the requirement of the question.

Item (ii) required the students to identify the name of *human needs which are not necessary for human survival.* The item intended to test the students' ability to identify types of human needs. The correct response was *Luxury needs.* The students who answered the item correctly were able to identify the key terms used to define the term "luxury needs". However, different incorrect responses were given by the students such as *luxury goods, wants, needs, utility, human needs and basic needs* as they lacked knowledge of the meaning of the term tested. Therefore they answered the question by guessing.

In item (iii), students were required to identify the meaning of the process of giving name to a product. The item was set to test the students' knowledge of the functions of a wholesaler. This is among the items that were correctly responded to by most of the students. The correct response was *Branding.* The item was correctly responded to by most of the students because most of the products used in the society bear brand names. Thus it is easy for the students to memorize the meaning of the term branding. In spite of the correct response given by most of the students, the analysis made from the scripts of the students shows that some students were not competent on the functions of a wholesaler, hence incorrectly answered the item. Some of the incorrect responses provided by these students were *advertising, price tag, sorting, trade name, packaging and labelling.* Some of these responses are functions of a wholesaler but not related with the requirement of the question. However, the students were attracted to write those terms some of which are part of branding, for example packaging and labelling.

In item (iv), students were required to identify a word which stands for *The art of selling goods in small quantities to the final consumer.* The item was set to test the students' ability to distinguish retailing from a retailer. The correct response was *retailing.* However, some of the students who provided incorrect answers such as *small scale retailers, retail trade* and *retailer* failed to differentiate the concept of Retailing from Retailer. They were supposed to understand that a retailer is a person who conducts retail business, but the item was about retailing.

Item (v) required the students to *identify the characteristics of a successful entrepreneur in which the entrepreneur must have belief in him/herself and his/her ability to achieve the expected goals.* The item intended to measure students' knowledge of the characteristics of a successful entrepreneur. In order for the students to answer the question correctly, they were required to understand the characteristics of a successful entrepreneur. The correct response was *self-confidence* but most of the students failed to provide the correct response due to lack of knowledge of the concept tested. For example, some candidates wrote *risk bearer, organization, decision making, Innovation, honesty, entrepreneurship* and *self-employment.* These incorrect responses include some qualities of a good entrepreneur and functions of a successful entrepreneur. The students failed to relate the sentence given with the appropriate function. However, some students left the item unanswered, due to lack of knowledge on the concept of entrepreneurship.

A total of 22,117 (24.6%) students scored low marks as their scores ranged from 0 to 4 marks. Some of the reasons for their scores could be inadequate knowledge on the subject matter, failure to follow the instructions and inability to identify the demands of the items. For example, some of the students who failed to follow the instructions of the question in part (a) filled in the blanks instead of writing *True* or *False* in the spaces provided. Likewise some of them wrote *True* or *False* in the spaces provided in part (b) instead of filling in the blanks. However, most of the students in this group scored at least 2 marks in part (a) and one mark in part (b) and some of them scored a few marks in part (a) but did not attempt any item in part (b). Extracts 3.2 and 3.3 show samples of incorrect responses provided by some of the students.

**Extract 3.2**

3. (a) Write **True** if the statement is correct or **False** if the statement is not correct in the spaces provided.

(i) Wants refers to the quantity of commodities that consumers are willing and have an ability to buy at a given price at particular period of time. .......True..........

(ii) Shift in demand occurred when price of a commodity changes but other factors remain constant. .......True..........

(iii) Domestic trade consists of import trade and wholesale trade. ......True..............

(iv) Warehousing reduces the risk of price instability. ..................

(v) Minimum stock is the stock level at which placing of the new order must be done. .......True..............

(vi) Trade is basically categorised as home trade and foreign trade...False.....

(vii) Goods sold on hire purchase system carries higher price than those sold on cash basis. ..................

(viii) Water transport is more efficiency in transporting perishable goods. ......True........

(ix) Goods remain unsold at the end of the particular trading period is known as opening stock. ......True..........

(x) An entrepreneur performs the managerial functions like production planning, purchasing of raw materials, arrangement of finances and organising sales. .....False.....

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Extract 3:2: Is a sample of incorrect response from one of the students who scored 0 mark. The student failed to score any marks in both parts. He/she also failed to follow the instructions in part (b) as he/she wrote True/False instead of filling in the blanks.

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**Extract 3.3**

3. (a) Write **True** if the statement is correct or **False** if the statement is not correct in the spaces provided.

    (i) Wants refers to the quantity of commodities that consumers are willing and have an ability to buy at a given price at particular period of time. *Demand*..........

    (ii) Shift in demand occurred when price of a commodity changes but other factors remain constant. *demand curve*

    (iii) Domestic trade consists of import trade and wholesale trade. *Trade Home trade*

    (iv) Warehousing reduces the risk of price instability. ..................

    (v) Minimum stock is the stock level at which placing of the new order must be done. *Stospck tarn late*

    (vi) Trade is basically categorised as home trade and foreign trade. *Trade*.....

    (vii) Goods sold on hire purchase system carries higher price than those sold on cash basis. *transport*......

    (viii) Water transport is more efficiency in transporting perishable goods. *Element of transport*

    (ix) Goods remain unsold at the end of the particular trading period is known as opening stock. *Old point*.....

    (x) An entrepreneur performs the managerial functions like production planning, purchasing of raw materials, arrangement of finances and organising sales. *prec for Atterm*·

(b) Complete the following sentences by filling in the blanks with the correct word(s).

    (i) The study which deals with allocation of scarce resources to satisfy needs and wants is known as ...*Liability*..................

    (ii) Human needs which are not necessary for human survival are called *Food, shelter, and Clothes*..................

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| (iii) | The process of giving name to a product is called |
| | ...wholeserel... |

| (iv) | The art of selling goods in small quantities to the final consumer is called |
| | ...Retailer trade... |

| (v) | The characteristic of a successful entrepreneur in which the entrepreneur must have belief in him/herself and the ability to achieve the expected goals is called |
| | ...~~bled the Her~~ blalist... |

Extract 3.3: shows a sample of incorrect response from one of the students who scored 0 marks due to lack of knowledge of the subject matter tested. This student also failed to follow the instruction given in part (a), since he/she completed the sentences with some word(s) instead of writing *True* or *False*.

## 2.4 Question 4: Transportation

In this question, the students were required to *describe five factors that must be taken into consideration when choosing the modes of transport*. The question was set to test the students' understanding of the concept of "modes of transport" and, more specifically, the factors considered when choosing the modes of transport.

Data analysis shows that the question was attempted by 89,826 (100%) students out of which 74,729 (83.2%) students scored from 0 to 4 marks, 10,839 (12.1%) students scored from 4.5 to 9.5 marks and 4,258 (4.7%) students scored from 10 to 15 marks. Generally, the students' performance in this question was poor. Further observation from the data shows that a total of 51,772 (57.6%) students scored a zero mark. Figure 4 summarizes the students' performance in question 4.
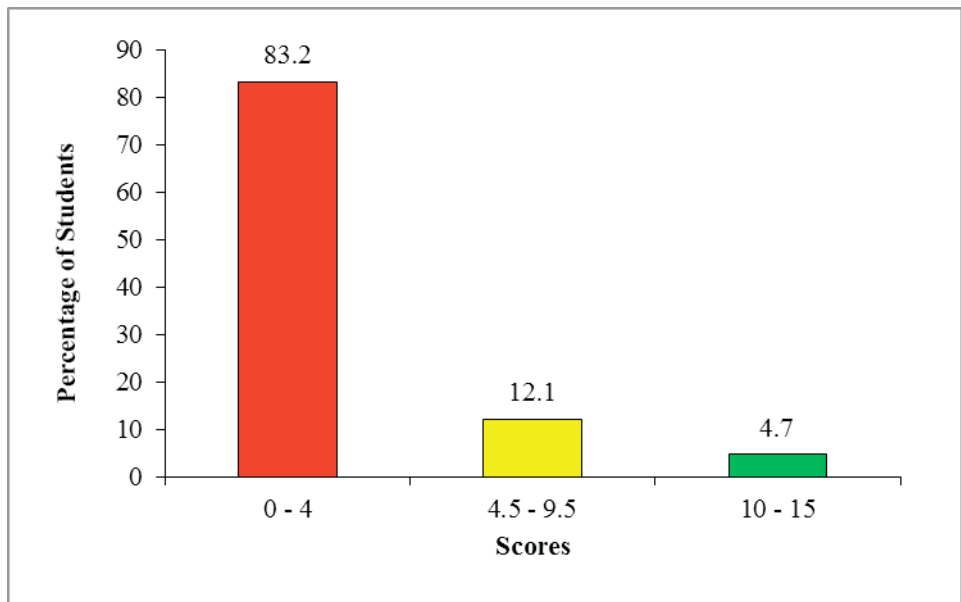
**Figure 4**: *Percentages of Students' Performance in Question 4*

Figure 4 shows that only 16.8 percent of the students were able to score an average of 30 percent of the marks allocated. This indicates that the question was poorly performed since 83.2 percent of the students scored below the average of 30 percent of the allocated marks.

A total of 51,772 (57.6%) students scored 0 marks. The major reason behind the poor performance in this question might be misinterpretation of the demand of the question. For example, a good number of students in this category described the elements of transport, while others described the elements within "the way" which are *road, railway, air* and *water* instead of the factors to be considered in choosing the mode of transport which are *cost of the mode, terminals, value of the goods, nature of the goods, speed and urgency, size and weight of the goods, distance, flexibility and the risks involved*. One of the students who misinterpreted the question described the factors to consider when locating a business, for example; *availability of water, availability of power, government policy, availability of labour, availability of auxiliary services* and *the cost of land*. Furthermore, the analysis shows that some students described the necessary precautions to be taken into account to reduce road accidents, such as *avoid drinking while driving, attending the driving course, having a driving license and the proper use of traffic laws*. Other students listed the factors to consider when buying a unit of carriage, for example, *buying cost of the unit*, *running cost,*

and *the availability of the spare parts*. Another reason was lack of knowledge on the modes of transport which made some students to avoid the question.

The students who scored from 0.5 to 4 marks had insufficient knowledge on the concept examined and lack of English language proficiency. For example, some students mentioned some correct factors like *cost of transport, nature of the goods* and *distance* without providing description. Extract 4. 1 shows a sample of incorrect response from one of the students who scored a zero mark.

**Extract 4.1**

4. Describe five factors that must be taken into consideration when choosing the modes of transport.

(i) The way, the modes of transport must be pass th rough the open space which is the way and without way the mode sof transport it does notbe occuring completing. and if you choose that mode sof transport is ship maybe you must understand very well that where doesit must be used to be as modes of transport which is water, so the way is in water for that modes which is ship.

(ii) Unit of carriage, after know that which way canbe used you have to choose alternatives modes of transpor that is related to what you choosen as your way. If you choose the way is through water you have to looks clearly which type of Unit of carriage is suitable to your way such as water suitable unit of carriage is ship, boat and etc.

(iii) method of propulsion, after choose your unit of carriage for example if is ship you must ask your self which thing can necessary for it to move if its petrol your are correct about method of propulsion of your unit of carriage

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**Extract 4.1**: presents a sample of incorrect response from one of the students who described some elements of transport instead of the factors to be considered when choosing the modes of transport.

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The students with an average scores (4.5 to 9.5) had inadequate knowledge on the factors to consider when choosing the mode of transport, but they also lacked proficiency of English language which led them to answer the question partially. For example, one of the students mixed some correct factors with the elements of transportation. However, other students were able to list all five factors required correctly but they did not provide the description on any of the factors.

The analysis shows that only a few students (4.7%) were able to score high marks ranging from 10 to 15. Most of the students in this category portrayed their understanding on the topic of transportation by providing correctly all the required factors though only a few of them were able to provide correct descriptions to all factors. Majority of the students in this group were able to provide correct description on at least 3 points. The points which were not correctly described by the majority were; *the value of goods, risk involved and flexibility*. Extract 4.2 shows a sample of correct response from one of the students with high scores.

**Extract 4.2**

4. Describe five factors that must be taken into consideration when choosing the modes of transport.

(i) <u>Nature of the good</u>: This refers to the make-up of the good being distributed to the market. The perishable goods and fragile goods are needed to be transported in a secured and controlled manner so as to prevent them from being destructed. They are transported in refrigerated vehicles and rail containers

(ii) <u>Value of the goods being transported</u>: The precious items such as minerals are supposed to be secured and are to be transported quickly so as to prevent them from getting lost and theft or from being stolen. For example the precious stone which is to be transported for long distance the most preffered mode mean to be used is air transport

(iii) <u>Size and weight of a commodity</u>: The bulk and extremely heavy items such as steel are transported in large quantities by using ships from overseas and by using rail within the country. The delivery of up

ht products such as clothes to an area that cover short distance, the road transport can be used.

(iv) Speed and Urgency: This is one of the factor that affect a choice of transport. When a certain commodity is highly needed by people in a particular area, then the fastest mean of transport is to be used. The air transport is normally used during catastrophes such as flood and epidermis where by medicines are urgently required by the patients.

(v) Distance: This is one of the factor that affect a choice of transport. For a very short distance the road transport is suitable, for longer distance the railway transport is the best, the longer distance with many heavy loads the water transport by ships is the best and for long distance without many heavy loads air transport can be used.

Extract 4.2 shows a sample of a correct response from one of the students who described all the five factors to be considered when choosing the modes of transport as required by the question.

## 2.5 Question 5: Domestic Trade

In this question the students were required to briefly describe the five types of large scale retail trade. The question was set to test students' understanding on the types of retail trade specifically the large scale retail business.

A total of 89,825 (100%) students attempted this question out of which, 71,275 (79.3%) students scored from 0 to 4 marks, among them 57,364 (52.7%) scored zero mark. Furthermore, the analysis shows that a total of 13,181 (14.7%) students scored from 4.5 to 9.5 marks and 5,369 (6.0 %)

students scored from 10 to 15 marks. From this data the students' overall performance in this question was poor since 79.3 percent of the students scored below the average of 30 percent of the allocated marks. Figure 5 shows the students' performance in question 5.
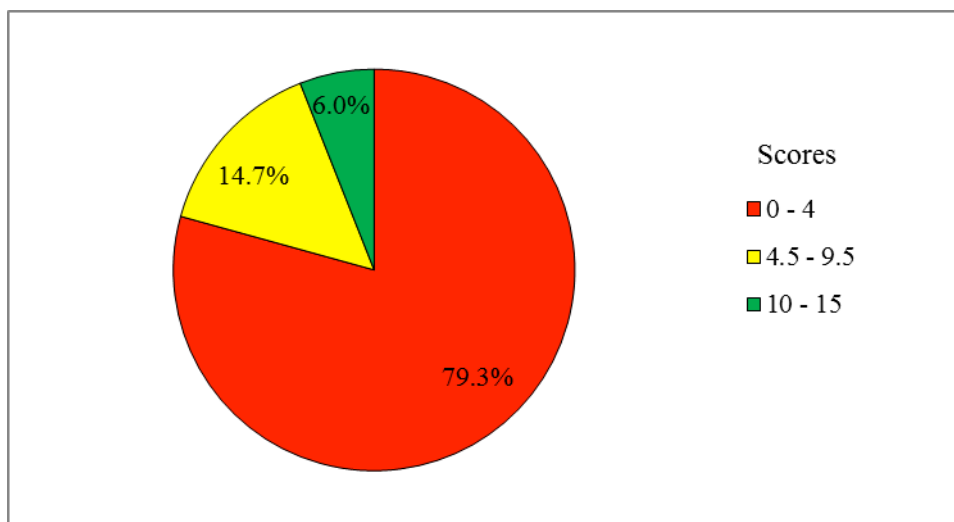


**Figure 5:** *Percentages of Students' Performance in Question 5*

Figure 5 shows that the students' performance in question 5 was poor because only 23.7 percent of all students were able to score 4.5 marks or above.

The analysis shows that 71,275 (79.3%) students scored from 0 to 4 marks which are categorized as poor performance, among them 57,364 (52.7%) students scored zero mark. The analysis made from the students' scripts reveals that most of these students failed to understand the demands of the question hence provided irrelevant responses. For example, some students described the types of small scale retail businesses such as *itinerant traders, tied shops, single shops, kiosks and road-side sellers* instead of large scale retail business. Other students outlined the features of large scale retail business such as *bulk buying, large capital, transport facilities, credit facilities* and *storage facilities* contrary to the requirement of the question. Furthermore, some students mentioned some of the qualities of a good retailer; such as *good buyer, honest, forecasting demand of his customers, recordkeeping and good administrator*.

Moreover, some of the students copied the items in question 2 and others copied some alternatives from question 1 as responses for question 5. In addition, some of the candidates provided some functions of a retailer such as *buying goods, transporting goods* and *providing information* instead of describing the types of large scale retail business. Apart from misinterpretation of the question, some students avoided the question altogether as they lacked knowledge on the concept of retail trade business.

Other students who scored low marks (0.5 to 4) were not able to provide sufficient number of points as required and also lacked proficiency in the English language. Some of them mentioned only one correct point but could not describe it. Many of them mentioned a maximum of two correct points (supermarket and departmental stores) but provided unrelated explanations. Others described correctly only one point and the rest of the points were on small scale retail business. Extract 5.1 shows a sample of a student who scored low marks.

**Extract 5.1**

5. Briefly describe the five types of large scale retail business.
   (i) Itinerate traders: These are traders who are either using their bicycles or motorcycles to search for customers they are not using any means of transport.

   (ii) Road side traders: These are traders who are selling their products or commodities to the side of the roads bus station.

(iii) Mobile and immobile trader: Mobile traders are traders who are selling their goods in one roof but different shops and immobile are traders who are selling the goods in different roofs.

(iv) Hawker: These are trader who are using bicycles or motorcycles instead of walking to search for customer from one place to another place.

(v) Peddler: These are traders who are walking or carry their goods and move with them around instead of using bicycles or motorcycles to search for customers from one place to another place.

In extract 5.1, a student briefly described the types of small scale retail business instead of the types of large scale retail businesses.

The students who scored from 4.5 to 9.5 marks (average performance) had inadequate knowledge on the types of large scale retail businesses. Most of them managed to mention almost all types as required by the question but were unable to give correct descriptions in most of the types. For example, one of the students correctly mentioned all the types including *multiple shops* but the description given was about *mobile shops*. Others were able to describe correctly only two out of the five types, specifically supermarkets and departmental stores. Furthermore, some of the students' responses contained some types of small scale retail businesses such as *tied shop, single shops* and *mobile shops* which were wrong.

Nevertheless, the students with high performance, who scored from 10 to 15 marks, had adequate knowledge and ability to describe the types of large scale retail businesses as required by the question. However, only 0.6

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percent of the students managed to score all 15 marks as they were able to provide sufficient explanations in all points. Some of the students could not score all 15 marks because some of their points had insufficient descriptions. A few students in this category could not provide sufficient explanations on hypermarket, instead they provided examples to support the point. The students' scores varied according to the ability of the students to defend the points and the number of relevant points described. Extract 5.2 present a sample of a correct response from one of the students who scored high marks.

**Extract 5.2**

5. Briefly describe the five types of large scale retail business.

(i) Departmental stores
- These are retail units under one roof and management. Inside there is departments where each department is under departmental manager. Every department has stocks it own goods and their displays are different.

(ii) Multiple shops
- These are shops scattered in many places of the country, they stock similar goods and normally have similar appearance. These shops are owned by one concern.

Extract 5.2: shows a sample of a correct response from a student who managed to give a brief description of the five types of large scale retail business.

## 2.6    Question: 6 Economics Basics

In this question the students were required to explain six factors that cause change in supply of a commodity

The question was attempted by 89,826 (100%) students of which 76,991 (85.7%) scored from 0 to 5.5 marks, 10,958 (12.2%) scored from 6 to 12.5 marks and 1,877 (2.1%) scored from 13 to 20 marks. This was the most poorly performed question as out of 76,991 (85.7%) students who scored low marks, 41,638 (46.4%) students scored zero mark. Figure 6 shows percentages of students' performance in question 6.
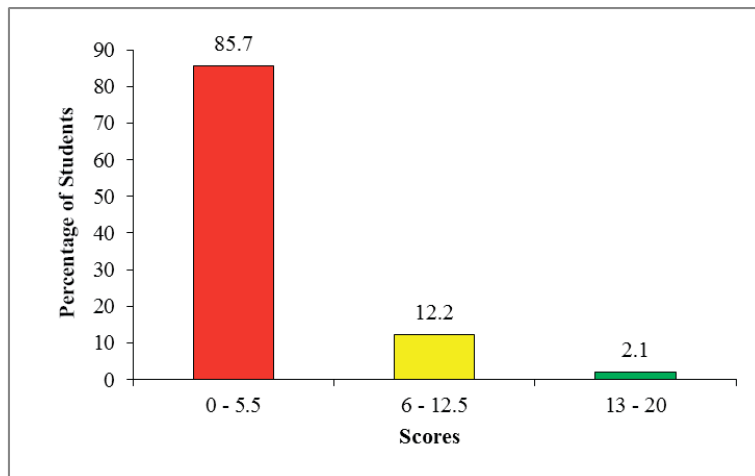
**Figure 6**: *Percentages of Students' Performance in Question 6*

A total of 41,638 (46.4%) students scored zero marks because the majority of them failed to identify the demand of the question while others did not attempt the question. Among those who failed to identify the demand of the question provided the factors that affect change in demand of a commodity such as *change in test and preference, income of a consumer, prices of other related commodities, change in population size, price of the commodity, and change in fashion* instead of the factors that cause change in supply of a commodity. Likewise some students explained some factors affecting choice of the modes of transport such as *size, quantity and nature of goods* which were wrong according to the demand of the question. Furthermore, other students showed poor understanding on the subject matter assessed as they wrote different terminologies used in the Economics Basics topic. For example, one of the students mentioned some terms like *demand, supply curve, shift in supply curve, price elasticity and joint supply.*as a response to the question.

On the other hand, the students who scored from 0.5 to 5.5 marks, had insufficient knowledge hence provided only a few correct factors which cause change in supply. However, they could not provide relevant explanations on the mentioned factors due to poor mastery of the English language.

The scores in this question vary in accordance with the relevance of the factors given by a student. Extract 6.1 shows a sample of students who scored low marks.

**Extract 6.1**

6. Explain six factors that cause change in supply of a commodity.

Change in Supply of a commodity is the Shift of Supply curve to the downward movement along the Supply curve. the following are the Six factors of Change in Supply of a commodity

A Shift of Supply curve to the right - When the Supply curve to the right causes change in Supply of a commodity this causes by upward in right position of Change in Supply.

Change of Supply curve to the left. The change of Supply curve causes the Change in a Supply of Commodity because of the drawn an angle of the left position.

Shift a remain costant. Because of remain costant causes by the change in Supply of a commodity because the Supply Have demanded in costant

The movement of upward along the Supply curve. The Supply curve had movement in upward side because of Change the commodity in Change of Supply curve.

Change of price. When the change in Supply of Commodity may causes the price changes and upward the large price in the products or goods.

Orginal Supply. The factors of Change in Supply of the commodity may causes the original Supply because of Change in Supply of the Commodities.

There are two main part of Supplier there are Change in Supply and original Supply.

Extract 6.1: shows a sample of incorrect response from one of the students who scored 0 marks. This student tried to explain the concept of shift of supply and change in quantity supplied instead of the factors that cause change in supply of a commodity.

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Despite poor performance, there were few students who performed well in this question as they were able to explain the factors that cause change in supply of a commodity. A few of them managed to score all the 20 marks allocated. Other students who could not score full marks were only able to explain at least three correct factors out of the required six. Also they observed the essay writing steps. Extract 6.2 present a sample of a correct response.

**Extract 6.2**

Climatic Condition. This depends on the weather. If the commodity is favourable for the climatic conditions it's supply will automatically Increase while If the Commodity is unfavourable for the climatic Condition it's supply will decrease. For example: sweaters and Jackets are highly supplied during winter seasons and are less supplied during summer seasons each year.

Advanced Infrastructure. This Involves road and railway systems. The presence of goods roads system, it will allow the movement of goods easily hence there will be high supply of Commodities in the market while Poor roads will not allow easily move-movement of goods and it will bring fall in supply.

Peace and security. It is also a factor that causes change in supply of a commodity. If there is peace and security in a given country or state, Roducers are able to engage smoothly in Production and this brings rise in supply of commodities in the market while if there is no peace and security producers won't be able to engage in Production activities, hence it will bring fall in the supply of a commodity.

Extract 6.2 is a sample of a correct response from one of the students who responded correctly on the factors which cause changes in supply. This student had better understanding on the subject matter tested hence answered the question according to the requirement.

## 2.7    Question 7: **Production**

The question was set from the topic of production. It required the students *to draw production flow chart and label it clearly.*

A total of 89,802 (100%) students attempted this question of which 56,556 (63%) students scored from 13 to 20 marks, 9,888 (11%) scored from 6 to 12.5 marks and 23,375 (26%) scored from 0 to 5.5 marks. Table 1 summarises the students' performance in question 7.

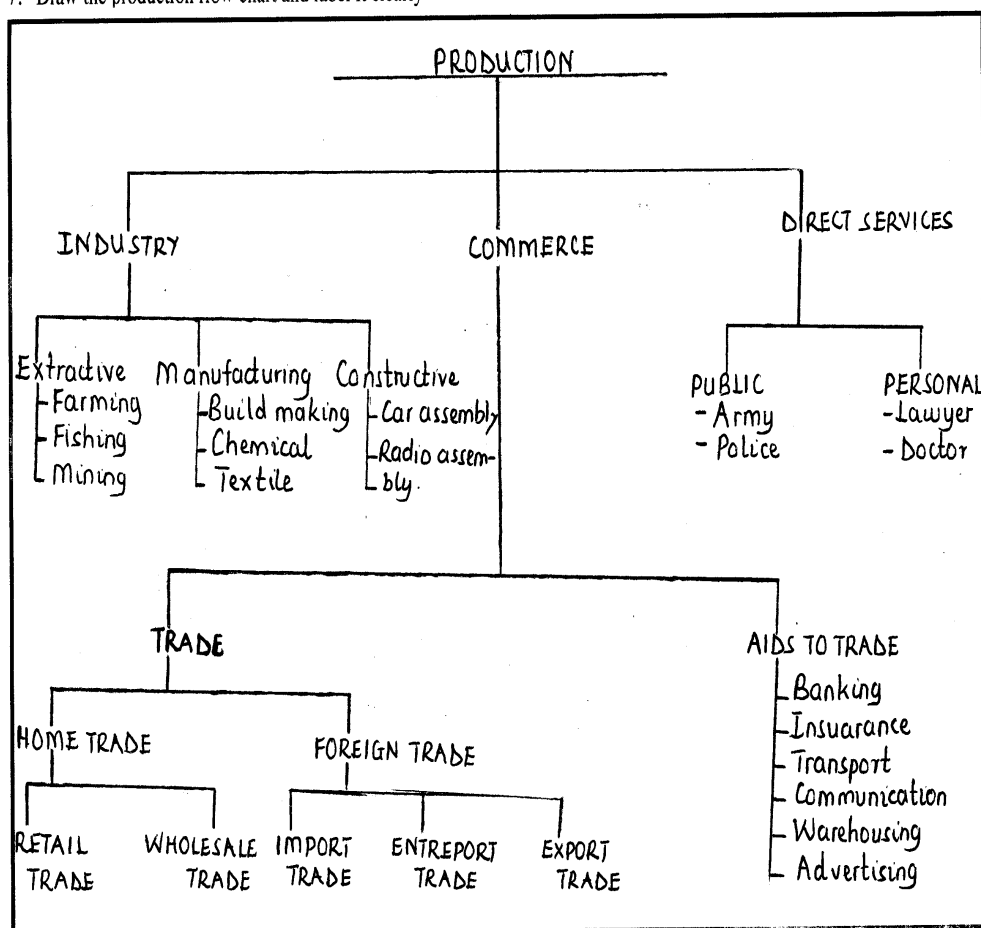| Scores | 0 - 5.5 | 6 - 12.5 | 13 - 20 |
|---|---|---|---|
| Number of Students | 23,375 | 9,888 | 56,539 |
| Percentage | 26.0 | 11.0 | 63.0 |

**Table 1**: *Percentages of Students' Performance in Question 7*

Table 1 shows that the general performance in this question was good as 74 percent of all students scored an average of 30 percent or above of all the allocated marks.

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Majority (63%) of the students scored from 13 to 20 marks of which 25.4 percent scored all 20 allocated marks as they were able to draw production flow chart and label it clearly. Some students in this category who could not score full marks were able to draw production flow chart and label most parts correctly. For example, one of the students labelled all the branches correctly except in one of the divisions of *industry* and in *direct services*. Furthermore, others labelled correctly *commerce* and its divisions together with direct services but could not label the divisions of industry. Extract 7.1 represents a sample of correct response.

**Extract 7.1**

7. Draw the production flow chart and label it clearly
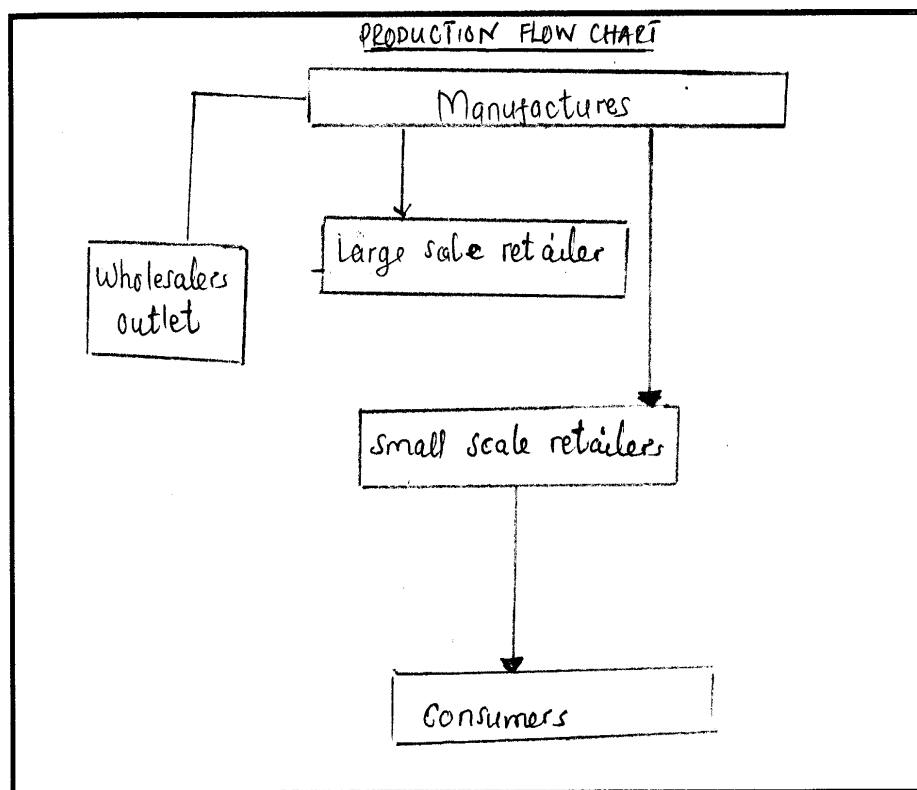


Extract 7.1: shows a sample of correct response from one of students who managed to draw a well labelled production flow chart.

On the other hand, the students (11%) whose performance was average were able to draw and label some branches like industry, commerce and direct services but failed to complete the chart with correct divisions. For example, one of the students drew the production flow chart and showed the branches of production as *direct production*, *commerce* and *indirect production*. This student was able to show all the branches of commerce correctly except for the branches of home trade, where he/she wrote *large scale retail* and *small scale* retail instead of wholesale and retail trade. Therefore, the students' scores vary according to the proper layout and labelling of the production flow chart.

In spite of good performance in this question, a few students (26%) had poor performance since their scores ranged from 0 to 5.5 marks. A total of 11,995 (13.4%) students scored zero marks because they failed to interpret the requirement of the question. For example, some students drew the chain of distribution chart while others drew commerce flow chart instead of the production flow chart. A few students explained the branches of production with examples instead of drawing the production flow chart. Furthermore, there are 26 students who did not attempt the question. The students who scored from 0.5 to 5.5 marks failed to recall the branches of production and their respective divisions. Some of them scored some marks in the heading of the chart (production) and in some divisions of commerce. Most of these students had an idea of the branches of production but failed to allocate them in their appropriate positions. Extract 7.2 shows a sample of poor response.

**Extract 7.2**

7. Draw the production flow chart and label it clearly.



Extract 7.2 is a sample of incorrect response from a student who incorrectly drew distribution channel instead of production flow chart. The student might have been attracted by the word "flow" from the question and linked the word with the production process which ends when goods reach the final consumer.

## 3.0 PERFORMANCE OF STUDENTS IN EACH TOPIC

The Form Two National Assessment (FTNA) 2018, Commerce subject had seven (7) questions composed from seven (7) topics. The topics assessed include *Commerce Basics, Production, Entrepreneurship, Domestic Trade, Warehousing Management, Economics Basics* and *Transportation*. The analysis indicates that the overall performance of students was average as 54.32 percent of all students passed.

Questions 1 and 3 which were composed from all seven (7) topics and question 7 which was composed from the topic of *Production* had a good performance. The analysis shows that question 1 (multiple choice items) had a good performance since 84.8 percent of the students scored from 3 to 10 marks. Question 3 (True/False and Filling in the blanks items) had a good performance as 75.4 percent of the students scored from 4.5 to 15 marks. Question 7 had a good performance since 74 percent of the students scored from 6 to 20 marks. Good performance on these topics was attributed by the fact that, most of the students were able to recall most of the concepts tested, ability to understand the demands of the question and the use of knowledge and skills on various concepts.

Besides, the analysis indicates that question 2 from the topic of *Warehousing Management* had an average performance, since 53.3 percent of the students scored from 2 to 5 marks. This is mainly because of partial knowledge to some of the students which led to confusion on the terms like *margin/mark-up* and *gross profit/gross loss*.

Further analysis shows that students had poor performance in questions 4, 5 and 6. Question 4 was composed from the *Transportation* topic while question 5 was from the *Domestic Trade* topic and question 6 was from the *Economics Basics* topic. In question 4, only 16.8 percent of the students managed to score from 4.5 to 15 marks while in question 5 only 23.7 percent scored from 4.5 to 15 marks and in question 6, only 14.3 percent of the students managed to score from 6 to 20 marks. The major reasons for low performance in these questions were inadequate knowledge, poor interpretation of the questions and poor command of the English language.

The students' performance per topic is summarised in the Appendix where green colour presents a good performance, yellow colour an average performance and red colour a poor performance.

# 4.0 CONCLUSION AND RECOMMENDATIONS

## 4.1 Conclusion

The general performance of the students in the Commerce subject in the Form Two National Assessment (FTNA) 2018 was average. The main reasons for the average performance were students' inability to identify the demands of the questions, inadequate knowledge of some of the concepts especially on the Economics Basics topic, failure to observe essay writing procedures and poor mastery of the English language. However, some students showed better understanding of most of the subject matters tested, good mastery of English language and proper essay writing skills, hence performed well in most of the questions.

## 4.2 Recommendations

In order to improve students' performance in the future the following are recommended:

(a) Students should be provided with many exercises and tests to enable them revise all the topics covered in form 1 and 2 syllabi. Also teachers should mark the tasks given to students and provide feedback.

(b) Students should be encouraged to read the questions carefully and observe the instructions given in each question so as to be able to answer the questions according to the requirements.

(c) Teachers should have a bank of guiding questions in each topic. The questions are to be given to the students as assignments or homework, to be done in groups or individually.

(d) Students should be encouraged to participate in English debate clubs and build a habit of reading different commercial and other books to improve their knowledge and proficiency in English language.

(e) Schools should install internet facilities to help teachers and students to search different relevant materials to improve the teaching and learning process.

**Summary of Students' Performance per Topic**

| S/N | Topic | Question Number | Percentage of Students who Scored an Average of 30% or Above | Remarks |
|---|---|---|---|---|
| 1 | Production, Domestic Trade, Warehousing Management, Commerce Basics, Entrepreneurship, Economics Basics, Transportation | 1 | 84.8 | Good |
| 2 | Economics Basics, Domestic Trade, Warehousing Management, Transportation, Entrepreneurship, Commerce Basics and Production | 3 | 75.4 | Good |
| 3 | Production | 7 | 74 | Good |
| 4 | Warehousing Management, | 2 | 53.3 | Average |
| 5 | Domestic Trade | 5 | 23.7 | Poor |
| 6 | Transportation | 4 | 16.8 | Poor |
| 7 | Economics Basics | 6 | 14.3 | Poor |