STUDENTS’ ITEM RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2019

061 COMMERCE
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FOREWORD

The report on Commerce Students Item Response Analysis (SIRA) for the Form Two National Assessment (FTNA) for 2019 has been prepared in order to provide feedback to all education stakeholders. The report revealed a number of factors that might have contributed to the students’ average performance in Commerce subject. The students’ performance in Commerce subject was average.

The Form Two National Assessment (FTNA) marks the end of two years of Ordinary Secondary Education. It is a formative evaluation which, among other things, shows the effectiveness of the educational system in general and the education delivery system in particular. Essentially, the students’ responses to the assessment questions is a strong indicator of what the educational system was able or unable to offer to the students during their two years of secondary education.

The analysis presented in this report is intended to contribute towards understanding of some reasons behind the students’ performance in Commerce subject. The report highlights the challenges faced by the students in answering the questions. These include: inability to identify the requirement of the questions, lack of knowledge of various commercial concepts, improper use of English Language, and incompetence in form one and two topics. On the other hand, the analysis indicates that some of the students scored high marks because they could be able to answer the question according to the demands, they had sufficient knowledge of different commercial concepts and they were able to use English Language while answering the questions.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will help to improve teaching and learning process in Commerce subject. This finally will result into better performance in the future Form Two National Assessment and other examinations administered by the National Examinations Council of Tanzania.

Finally, the Council would like to thank all those who participated in the preparation of this report.

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1.0 INTRODUCTION

This report analyses the performance of students who sat for 061 Commerce subject for the Form Two National Assessment (FTNA) 2019 that was done in November 2019. The examination tested the students’ competences as stipulated in the Commerce syllabus for Ordinary Secondary Education, which was issued in 2016.

The Commerce paper had three sections A, B and C with a total of seven (7) compulsory questions. Section A had three (3) questions; the first question carried 10 marks, the second carried 5 marks, and the third had 15 marks. Section B had two (2) questions; each carrying 15 marks. Section C had two questions with 20 marks each.

The number of students who sat for the 2019 assessment in this subject was 82,571, of which the results of 145 students were withheld for various reasons. The report shows that a total of 52,807 64.07(%) students passed with different grades whereby 4,186 (5.08%) students obtained grade A, 4,877 (5.92%) grade B, 18,020 (21.86%) grade C and 25,724 (31.21%) students obtained grade D. However, a total of 29,619 (35.93%) students failed by obtaining grade F. The data shows an increase of 9.75 percent when compared to the 2018 performance whereby 89,828 students sat for the assessment, out of which 48,249 (54.32%) passed, and 40,582 (45.68%) failed.

This report analysed students’ performance question wise by identifying the tasks on each question together with the students’ strengths and weaknesses when attempting the questions. The report further analyses the questions which were well performed, moderately performed and poorly performed with the possible reasons. In analyzing students’ performance per topic/question, the performance was graded as good if the students scored from 65 to 100 percent; average if the students scored from 30 to 64 percent and weak if the students scored from 0 to 29 percent. Three different colours (green, yellow and red) have been used to represent good, average and poor performance, respectively. Figures, samples of extracts from the students’ responses and appendix have been incorporated into this report to support the analysis.
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; with 1 mark each making a total of 10 marks. The items were composed from various topics namely; Warehousing Management, Commerce basics, Economic basics, Entrepreneurship, Domestic trade, Transportation and Production. Students were required to choose the correct response from among the given four alternatives.

The question was attempted by all 82,571 (100%) students, out of which 11,832 (14.3%) scored from 7 to 10 marks, 56,575 (68.5%) scored from 3 to 6 marks and 14,164 (17.2%) students scored from 0 to 2 marks. The general performance of the students in this question was good as 68,407 (82.8%) scored from 3 to 10 marks. This performance is summarised in Figure 1.

![Figure 1: The percentage of students’ performance in Question 1.](image)

Item (i), was as follow: What will be the order point of Mr. Cassel if his daily sales is 500 bags of sugar, the delivery time being 15 days and minimum stock of 200 bags?

A 7,000 bags  B 3,300 bags  
C 3,500 bags  D 4,500 bags
The item aimed to test the students’ ability to compute order point. The correct response was A, 7,700 bags. The students who opted for the correct response were able to apply the correct formula and the data given to calculate the order point. The correct formula was: order point = (Daily sales x Delivery time) + Minimum stock. The students who opted for other alternatives either failed to apply the correct formula or failed to apply the correct data to the formula: For example, those who opted for B, 3,300 bags were wrong because they applied incorrect formula like (200 bags x 15 days) + (500 bags – 200 bags). Those who opted for C, 3,500 bags failed to apply the data in the formula because they confused minimum stock with daily sales. They computed it as (200 bags x 15 days) + 500 bags. Others who chose D, 4,500 bags incorrectly calculated order point as (500 bags – 200 bags) x 15 days.

Item (ii) stated that: The process through which the customer exchange information with the shopkeeper about the availability of rice in his shop is expressed as

A  transaction  B  advertising
C  communication  D  retailing

The item intended to test the students’ understanding of the activities that facilitate trade to take place smoothly particularly, their ability to differentiate communication from advertising. The correct response was C, communication, because it involves exchange of information between the customer and the shopkeeper. Students who opted for A, transaction and D, retailing were wrong because the two options are not the elements of aids to trade. Those who opted for A, were confused with the word exchange from stem of the item with the same word found in the meaning of the term transaction. Those who chose B, advertising failed to differentiate advertising from communication. Advertising enables the customer to know about the availability of goods and services but does not include the exchange of information between the two parties.
Item (iii) was composed to test students’ knowledge of the term demand schedule and demand curve. It was: Why is it necessary to use demand schedule in drawing demand curve?

A It shows the quantity demanded
B It shows the price of the commodity
C It shows the price and quantity demanded
D It shows the price changes for a commodity

The correct response was D, It shows the price changes for a commodity. Those who chose D, were aware that demand schedule shows the relationship between the price and the quantity demanded. It shows the price changes for a particular commodity given in a certain market. Demand curve is a graphical presentation of demand schedule. The students who opted for any other alternatives A, it shows the quantity demanded and B, it shows the price of the commodity did not understand that demand schedule is the combination of the quantity demanded and the price of a particular commodity in table form. Some students who opted for C, it shows the price and quantity demanded were not correct as in drawing the demand curve the changes in price in relation to the quantity demanded must be regarded.

Item (iv) required the students to be aware of why internal motivation is important in entrepreneurship? The alternatives were:

A It creates environment for carrier development
B It creates competition among entrepreneurship
C It creates the working spirits to experts
D It helps to overcome the business challenges.

Alternative D, It helps to overcome the business challenges was the correct response. Internal motivation encourages entrepreneurs to work hard and find solution towards the problem facing their entire business enterprise. The students who opted for correct response D, were able to distinguish internal motivation from external motivation in entrepreneurship. Other alternatives A, B and C were about external motivation in entrepreneurship, therefore any students who opted for any of such alternatives were wrong. They had insufficient knowledge of the general concept of entrepreneurial motivation.
Item (v), was set from the topic of domestic trade and it stated that: *In which category will madam Mshenge be grouped if she produced green vegetables in large quantity and sells them in bulk to retailers who then sell to the final consumers?*

A  Wholesaler  B  Retailer  
C  Customer  D  Producer

Students were supposed to understand the member involved in the channel of distribution and the nature of goods to be distributed. The correct response was *D, Producer*. The students who chose the correct response were able to identify the nature of the product and the role played by each member in the channel. Majority of the students opted for *A, Wholesaler*, as they assumed that normally wholesalers buy goods in bulk from the producer and sell them to retailers who finally sell those goods to final users. They failed to realize that the item instructed that madam Mashenge is the one who produces and sells to retailers. In this case a wholesaler is eliminated. Some students who chose *B, Retailer*, were wrong because madam Mashenge is the one who produces green vegetables and sells to retailers. Few who opted for *C, Customer* failed to relate the meaning of the term *customer* to the demand of the item. Customer in this item can be wholesaler, retailer or final consumer but not the producer.

Item (vi) required the students to identify the elements of commerce from the given alternatives. It aimed to measure students’ understanding of the main components/elements of commerce. The item was: *The main elements of commerce comprises of*

A  home trade and foreign trade  B  wholesale and retail trade  
C  trade and aids to trade  D  import and export trade

The correct response was *C, Trade and Aids to trade*. The students who opted for the correct response knew that commerce is formed with trade and aids to trade. Other alternatives *A, B* and *D* are the branches of trade, and trade itself cannot form commerce because goods/services in trade need to be distributed to the customers through aids to trade. For example, *A, home trade and foreign trade* presents the main branches of trade. Option *B, wholesale and retail trade* are the branches of home trade while *D, import and export trade* are the branches of foreign trade and not the main branches of commerce.
Item (vii) was: Which of the following units of carriage is suitable for carrying delicate and perishable goods over a long distance?

A  Ship     B  Train
C  Car      D  Aeroplane

The item tested the candidates understanding of the factors to consider when choosing the unit of carriage. The correct answer was D, Aeroplane, is the most suitable unit of carriage to be used when transporting perishable and delicate goods over a long distance because perishable goods have short time span. Also delicate goods need to be handled with care and to be transported through Aeroplane. The two options A, Ships and B, Train were not correct because they take long time to reach the destination over a long distance. Hence it is possible for the products to decay before reaching the point of destination. Option C, car is suitable for short distance.

Item (viii) required students to identify the correct example of small scale retail business which deal with selling similar products from the same producer. The item stated: Petrol stations which sell petroleum and diesel obtained from the same producers are the examples of

A  tied shops     B  departmental stores
C  single shops   D  mobile shops

The item intended to test students’ knowledge on the features of small and large scale retail business. The students who opted for response A, Tied shops were able to relate the feature given in the item with the options provided. Other options are the types of retail trade but they differ and had different features. For example, option B, Departmental stores deals with selling of different goods from different producers under one roof and one management. Those who chose C, Single shops were wrong because the shops sale different goods from different producers. Option D, mobile shops implies small scale retail businesses which do not have permanent settlement; they use vehicles in selling the goods through visiting different markets. Therefore, other alternatives were incorrect because they did not fit the description given in item.
Item (ix) required the students to identify the benefits of self-employment to an entrepreneur. The item was: *The following are the benefits of self-employment to an entrepreneur except:*  

A. Ability to generate extra income  
B. Sharing decision and business idea with the boss.  
C. Ability to make his/her own decisions  
D. Becoming boss of his/her own business

Students were required to know the benefits of self-employment to an entrepreneur so as to identify the response from list of benefits. The correct response was B, *sharing decisions and business idea with the boss*. The students who opted for other options A, C and D failed to understand that an entrepreneur is a boss in his/her business so he/she cannot share decisions and business idea with the boss. Instead he/she can share business idea with other entrepreneurs to whom they carry the same or related business. The students who opted for other options A, C and D failed to recall that all three options stand for the benefits of self-employment to an entrepreneur.

Item (x) intended to test students’ understanding of the rewards of factors of production. The item was as: *Mr. Makuki is a large scale local rice producer who invested a capital of Tsh. 300 million in production. What reward does he deserve for his capital?*  

A. rent  
B. salary  
C. profit  
D. interest

The correct response was D, *Interest* which is the reward for 300 million invested in production. Other options are the rewards to other factors of production. For example, some students who opted for A, *Rent* were wrong because rent is a reward for land. They thought that because Mr. Makuki is a rice producer he has to pay for land used in production, it is true that he paid for rent, but the task was the return on capital. Those who chose B, *Salary* were not aware that salary/wages is paid to labour as a factor and not to capital. The students who opted for C, *Profit* confused the reward for an entrepreneur with the reward for capital. The students who understood the rewards for the factors of production were able to choose the correct response.
2.2 Question 2: Matching Items

The question was set to test students’ knowledge on various terminologies used in the topic of production. The students were required to match the meaning of production terminologies in List A with relevant terminologies in List B by writing the letter of the correct terminology below the corresponding item number in the table provided. The question was as follows:

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) A level of production is concerned with getting the raw materials provided by nature out of the land.</td>
<td>A Production</td>
</tr>
<tr>
<td>(ii) The activity aimed at bringing a physical change in goods and services to satisfy human needs and wants.</td>
<td>B Factors of production</td>
</tr>
<tr>
<td>(iii) A level of production which deals with distribution of already manufactured goods without changing their forms.</td>
<td>C Secondary production</td>
</tr>
<tr>
<td>(iv) The production inputs which are necessary for production to take place.</td>
<td>D Indirect production</td>
</tr>
<tr>
<td>(v) A level of production which uses raw materials produced to produce other goods that will satisfy human needs.</td>
<td>E Direct production</td>
</tr>
</tbody>
</table>

A total of 82,570 (100%) students attempted this question out of which 24,376 (29.5%) scored from 4 to 5 marks, 31,685 (38.4%) scored from 2 to 3 marks and 26,509 (32.1%) scored from 0 to 1 mark. Students’ performance in this question was good as 56,061 (67.9%) scored from 2 marks to 5 marks. Figure 2 summarises students’ performance in question 2.
The items which were correctly answered by the majority of students were (ii), (iii) and (v). The items which were incorrectly matched by most of the students were (i) and (iv). Item (i), (iii) and (v) aimed to test students’ understanding on the levels of production. In order for the students to match the three items correctly, they had to know the meaning of different levels of production and the activities carried out in each level. The levels are primary, secondary and tertiary production. The other items (i) and (iv) tested the students’ general understanding on production.

Item (i), required the students to identify the level of production which is concerned with getting the raw materials provided by nature out of the land. The correct response was (G), Primary Production. Some of the students chose C, Secondary production while others chose F, Tertiary Production which were incorrect. Those students failed to realize that secondary production uses the output of primary production as its inputs in the production process and not extraction of raw materials. Likewise, option for F, was wrong as the level deals with provision of commercial and direct services. However, other students randomly opted for other options which did not relate to the levels of production, primary production in particular.

Item (ii) required students to match the activity which aimed at bringing a physical change in goods and services to satisfy human needs and wants. The correct option was A, Production.
Most of the students matched the item correctly because they knew that production is all about physical change of goods to satisfy human needs and wants. Some students who incorrectly matched the item with C, Secondary Production were attracted by some words like goods to satisfy human needs which are found in the term production. This was due to partial knowledge on the topic of production particularly on the levels of production and production in general. In addition, some students with wrong answer matched the item with E, Direct production or G, Primary production.

Item (iii) required the students to identify the level of production which deals with distribution of already manufactured goods without changing their forms. The correct response was F, Tertiary production. At this level commercial services and personal services facilitate completion of production process because they enable goods produced to reach the final consumer. A few students who failed to match the item with the correct response wrote C, secondary production. They were wrong because in secondary production there is a change of raw materials into finished goods. Other students who were incompetent on the tested items matched the items by guessing.

Item (iv) intended to test the students’ understanding on the term factors of production. It stated as: The production inputs which are necessary for production to take place. The correct response was B, Factors of Production. The analysis showed that majority of the students incorrectly matched the item with C, Secondary Production. They failed to differentiate the word inputs from the stem of the item with that used in secondary production. Some students’ response reflected inadequate knowledge on the meaning of the factors of production as they focused on the levels of production.

In item (v) the students were required to match the level of production which uses raw materials produced to produce other goods that will satisfy human needs with the appropriate item in List B. The correct response was C, Secondary production. The item was correctly matched by majority of the students. The students who could not match the item with the correct response were unable to differentiate the levels of production. Most of the incorrect response given by these students include: F, Tertiary production.
2.3 Question 3: True or False and Completion 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. All the items were set from seven (7) topics covered in form one and two syllabi.

The question was attempted by 82,571 (100) students out of which 17,149 (20.8%) scored from 0 to 4 marks, 55,939 (67.7%) scored from 4.5 to 9 marks and 9,484 (11.5%) scored from 10 to 15 marks. The general performance in this question was good as 79.2 percent scored from 4.5 to 15 marks allocated. This performance is summarised in Figure 3.

Figure 3: The percentage of students’ performance in Question 3

The majority of the students 65,423 (79.2%) scored from 4.5 to 15 marks. Most of them were able to answer correctly the following items: (i), (iii), (iv), (v), (viii), and (ix) in part (a) and item (i), (iii), (iv) and (v) in part (b). Further, the analysis showed that, generally some students failed to score high marks in this question because they did not answer correctly most of the items in part (b) and some among them did not attempt this part at all.

Item (i) intended to test the students’ understanding of the factors to consider when choosing the mode of transporting goods of high value over a long distance. The students were supposed to know that Tanzanite minerals are so expensive product which need to reach the destination point
as soon as possible for security purposes. Air transport is the fastest and most secured mode of transport as compared to others in transporting Tanzanite minerals from Arusha to Dar es Salaam. Therefore, the correct response was *True*. The students who wrote *False* failed to understand the term Tanzanite minerals and how valuable the minerals are.

Item (ii) required the students to recall the functions of entrepreneurs, planning in particular and the impact of improper planning for the entrepreneur existence in the market. The statement was: *Some of the entrepreneurs exit from the market as an outcome of improper planning.* The correct response was *True*, because proper planning guides entrepreneurs in their daily operations. It shows what to do, how, where to do, who are the customers, competitors, expected costs, business challenges and how to overcome them. On contrary, with improper planning it is possible for entrepreneurs to buy or produce the products which are not needed by the customers. The students who wrote *False* were not aware on planning as one of entrepreneurial functions.

Item (iii) was set to test the students’ understanding on the examples of goods which their value increases as they are kept long in the warehouse. The statement was: *Warehousing increases the quality of some goods such as alcohol if stored over a long time.* The correct response was *True*. Some students wrote *False* because they could not identify the examples of the products whose quality increased as they are kept long in the warehouse. The examples include tobacco and alcohol.

Item (iv) required the students to recall the meaning of a wholesaler. The statement was: as *Mr. Biashara bought 100 bags of cement from Cement Industry for construction of his own house.* In order for students to answer the item correctly, they must know the features of a wholesaler. A wholesaler buys in large quantity from the producer for the sake of selling the goods bought to retailers in relatively large quantity aiming at profit. Wholesalers cannot buy goods for their own consumption otherwise, they should be regarded as final consumers. Therefore, the correct response was *False*. The students who wrote *True* confused the large quantity (100 bags) of cement that *Mr. Biashara* bought from the industry with the user of those bags of cement.
Item (v) intended to test students’ understanding of the term Economics. The statement was: *Economics deals with the allocation of scarce resources in order to satisfy human needs and wants.* The correct response was *True* but some students wrote *False.* The students who failed to provide the correct response had inadequate knowledge on the topic of Commerce basics. They failed to differentiate Economics from Commerce or Economics from production. In addition, some students were attracted by the words *to satisfy human needs and wants* from the item and assumed production could be a better term for the statement than Economics. The words are also found in the meaning of production.

Item (vi) sat to test students’ ability to differentiate demand schedule and demand curve. The statement was: *The presentation of quantity supplied in relation to price in graph presents supply schedule.* The correct response was *False* because the statement presented a supply curve and not a supply schedule. The students with incorrect response failed to differentiate supply schedule from supply curve. Supply schedule is a table that shows the relationship between the price and the quantity of a commodity that can be offered to the market at a given period. Supply curve imply graphical presentation of supply schedule.

Item (vii) the statement was: *The success of entrepreneurial business is an external motivation to an entrepreneur.* It was set to test students’ understand on internal motivation and external motivation to an entrepreneur. The correct response was *False.* Business success is one of the internal motivation factors because entrepreneur achieved what he/she intended to achieve in the business. The external motivation to an entrepreneur includes the factors which come from outside business. For example, the government assistance and support to entrepreneur, availability of labour to support business performance and promising demand for the business.

Item (viii) required the students to know the advantages and features of small scale retailers especially road side sellers. The statement stated: *Low establishment cost is one of the factors that cause an increase in number of road side sellers in Tanzania.* The road side sellers need small amount of capital to establish such retail business. Therefore, the small amount of capital required is affordable to many traders. Then, the correct response was *True.*
Those who wrote *False* failed to realize that the size of capital required in establishing business is one of the factors that determine the number of traders in the market. Road side sellers need small initial capital to start business.

Item (ix) the statement intended to measure students’ understanding on the factors to be considered when choosing the mode of transport. One of the factors to consider is the nature of goods to be transported. For example, the goods can be perishable, delicate, liquid/gas form, or bulk, so the owner of goods must choose the one suitable for his/her products. The statement was: *Tanzania use pipe line mode of transport in transporting gas from Mtawara to Dar es Salaam*. The correct response was *True*, students were supposed to know the use of pipe line in transporting the goods.

Item (x) intended to test students’ ability to differentiate the rate of stock turn and the gross profit and how to compute them. The statement was: *The rate of stock turns helps the business owner to determine the value of gross profit in a given period.* The correct response was *False*, the students who answered the item correctly understood the meaning and formulae used in computation of rate of stock turn and gross profit. Other students who contrary answered the item, failed to realise that its gross profit which helps the business owner to determine the rate of stock turn and not the vice versa. The formula to determine the rate of stock turn included in the gross profit but computation of gross profit does not depend on the rate of stock turn.

Part (b) of the question required the students to complete the sentences by filling in the blanks with the correct word(s).

Item (i) aimed to test students’ understanding of the factors of production. The item was as: *Under which factor of production the machine bought for production purpose is categorized.* The correct response was *Capital*. The students were supposed to know the examples of factors of production because machine is one of the examples of capital factor. Some responses from the students who incorrectly answered the item include: *cash, labour, production, factors of production, direct production, land and interest*. These students failed to understand the demand of the question but also had partial knowledge of the production topic. However, there are some students did not answer this item at all.
Item (ii) measured students’ understanding on the meaning of different wholesaler’s functions to manufacturers. The students were required to give the correct name of the wholesaler’s function which involves buying in bulk and making prompt payment to manufacturer. The correct response was *financing*, because the amount paid to manufacturer can be used as a source of investment. The students who did not know the meaning of the statement wrote other wholesaler’s functions like *breaking the bulk, storage, transportation* and *risk bearing*. These students were aware that once a wholesaler buys in bulk he/she must transport the goods, store the goods and bear the risk of price fluctuation but functions mentioned did not answer the item tested. Other students with incorrect response copied some alternatives from the multiple choice items.

Item (iii) required the students’ to identify the word that stands for the process of keeping goods or raw materials in the warehouse. The correct response was *warehousing*. The majority of the students completed the sentence with the correct response. However, some students incorrectly wrote warehouse. These students failed to differentiate warehouse from warehousing. A warehouse is a large building used to store the goods before consumption or used for further production. A few students wrote bonded warehouse or public warehouse which is the type of warehouse and not warehousing. Some students wrote the response which did not even relate to the demands of the item like production, buying, transportation and others.

Item (iv) tested the students’ knowledge on the functions of an entrepreneur. Students were required to write the appropriate *name of a person who initiates the business idea*. The correct response was *entrepreneur*. Some students provided incorrect response like: *entrepreneurship, capital, place, consumers, customers, wholesaler* and *labour*. They failed to recall that initiation of business idea is one of the entrepreneur’s functions. These students assumed some essential factors that an entrepreneur has to consider before establishing an enterprise.

Item (v) was set to test students’ understanding on the types of demand. The students were required to identify the type of demand of commodities which are used together to satisfy human needs such as cars and fuel. The correct response was *joint demand/complementary demand*. Students who provided correct response were able to differentiate the joint demand from
other types of demand. The students who failed to supply the correct response to the item had partial knowledge on the types of demand. Most of them mentioned other types of demand which did not match with the demand of the item. Other students mentioned different terms from economic basics which were wrong. Some incorrect response mentioned by those students include: composite demand, competitive demand, derived demand, demand curve, demand schedule and consumer goods. Likewise some students copied some words from other questions for example, tied shops, change in price and wholesaler.

Furthermore, the analysis showed that, generally many students failed to score high marks in this question because they did not answer correctly most of the items in part (b) and some among them left most of the items unanswered in this part.

2.4 Question 4: Transportation

This question had two parts (a) and (b). In part (a) the students were required give the meaning of the term transportation and give an example of transportation at their surroundings. Part (b) required the students to explain briefly the four elements of transport with examples.

A total of 82,571 (100%) attempted the question, of which 53,507 (64.8%) students scored from 0 to 4 marks, 20,558 (24.9%) scored from 4.5 to 9 marks and 8,506 (10.3%) scored from 0 to 4 marks. The general performance of the question was average as 35.2 percent of all students scored from 4.5 to 15 allotted marks. Figure 4 summarises students’ performance in question 4.
The students 8,506 (10.3%) who performed well in this question were able to provide correct meaning of the term transport with relevant examples from their surroundings in part (a). The majority provided the correct example which reflected their surroundings like transporting agricultural products from the farm or home to the market. Others gave the examples such as students’ daily movement from home to school and back from school to their home.

Most of the students who scored high marks were able to differentiate the elements of transport from the means/modes of transport hence answered part (b) according to the demand. Some students explained correctly at least three out of the required four elements with relevant examples. The element of transportation which was partially explained by these students was the methods of propulsion. This element implies the source of power that is used to drive the unit of carriage. For example, electricity, petroleum, diesel and coal mine. The students who scored all 15 marks in this question defined the term transportation and explained the elements of transportation with relevant examples. The variations observed from the students’ scores depended on the student’s ability to give the meaning of transport and explain the elements of transport with relevant examples.

**Figure 4: The percentage of students’ performance in Question 4**
Extract 4.1

4. (a) What is transportation? Give one example of transportation at your surroundings.

Transportation is the movement of goods and passengers from one place to another. Example, transportation of students and teachers from their home places to school.

(b) With examples, briefly explain four elements of transports.

(i) The way... This is the path through which the unit of carriage passes. It includes buses, cars, motorcycle, passing on a way known as roads and tracks, passing on railway tracks.

(ii) The unit of carriage... This is the vehicle that is used to carry goods and passengers for the purpose of transporting them. Example, cars, bicycles, buses, aeroplanes, ships, and so on.

(iii) Method of propulsion... This is the force or power used to drive the unit of carriage. Example, fuel such as petrol, diesel, and so on.

(iv) Terminal... This is a place where goods are loaded and unloaded. Example, bus, terminal, airport, ports.

Extract 4.1 is a sample of a correct response in question 4.

In extract 4.1 the student was able to provide the correct meaning of the term transportation with example from his/her surroundings in part (a) and briefly explained the four elements of transportation with the relevant examples.
A total of 20,558 (24.9%) students had scores ranged from 4.5 to 9.5 marks grouped as average performance. These students were able to give the correct meaning of transportation with a correct example in part (a). However, some students provided the correct meaning of transportation but provided example which is not in their surroundings. For example, one of unrelated example was *Kenya transport oil to India* such example did not reflect the students surroundings. Others gave the correct meaning but they could not provide the example of transport. In part (b), most of the students mentioned the correct elements of transportation but only a few of them were able to provide the correct explanations to the mentioned elements. Furthermore, some students’ responses had a combination of correct and incorrect responses as they include some elements and some modes of transport. The elements of transport which are correctly explained with examples by most of these students were: a way and units of carriage. Further, some students explained correctly only the two elements with relevant examples.

Though the question had average performance, 53,507 (64.8%) students had poor performance because their scores ranged from scored from 0 to 4 marks, among them 14,532 (17.6%) scored 0 marks. The main reason for their poor performance was incorrect interpretation of the requirement of the question especially part (b). The students who scored 0.5 to 4 marks were either able to define the term transportation and give the correct example or mention the correct elements with the correct examples to some of the mentioned elements. Majority of the students scored some marks from the meaning of transportation but they could not able to provide the correct example in part (a). Some students mentioned the examples of the units of carriage as examples of transport which were wrong. In part (b) most of these students explained the modes of transport instead of the elements of transport. Moreover, some students mentioned the correct elements but they could not provide neither explanations nor examples in any of the elements. The analysis shows that poor mastery of English Language contributed to the poor performance as some the students had correct idea but failed to present in proper language.

On contrary, 14,532 (17.6%) students who scored a 0 mark had inadequate knowledge on the concepts assessed. These students failed to provide the correct meaning of transportation with example in part (a). Many of them copied some parts of the sentences from the multiple choice items relating
to transportation and used the alternatives as examples. Others defined transportation as an aid to trade. It is true that it is one of the aids to trade but is not the meaning. Some students defined a way which is an element of transport instead of transportation. Some incorrect responses given by the students in this group include: factors to be considered when choosing the mode of transport, modes of transport, and advantages of the mode of transport such as the advantages of air transport and provide some examples relating to such advantages. The responses given by the majority of the students include: land transport, water transport, air transport and they included in the units used in each mode as the example. Likewise some students attempted only part (a) and did not attempt part (b) at all. Extract 4.2.1 and 4.2.2 shows samples of incorrect responses from the students who scored low marks.

4. (a) What is transportation? Give one example of transportation at your surroundings. Transportation is the process of transporting items in the business and etc. Example: Land and air transportation. This involves the transport of goods by the transport of air using airplane.

(b) With examples, briefly explain four elements of transport.

(i) Cost
- So this is true because the cost and time cost it cost time and if there are several problem of cost.

(ii) Time
- This is true because if you take the airplane and you travel and you can see the time of area you going.

(iii) Distance
- So this is another because the distance to see the area you going and if you can see the area you going is very length.

(iv) Types of transport
- This is true because there are several types of transport there good transport.

Extract 4:2.1 is a sample of incorrect response in question 4.
In extract 4.2.1, the student provided irrelevant meaning of transportation with incorrect example in part (a). The student also mentioned some factors to consider when choosing a mode of transport in part (b) instead of the elements of transport. The student also had poor command of English Language.

4. (a) What is transportation? Give one example of transportation at your surroundings.

Transportation is the movement of people and goods from one place to another. In our environment, there is road transport.

(b) With examples, briefly explain four elements of transports.

(i) Cars: Are elements of transport whereby both light and bulky goods are transported for long and short distances. Examples: cars, motorcycles and lorries.

(ii) Trains: Are elements of transport whereby heavy and bulky goods are transported for long distances. For example, the Dedoma train station.

(iii) Aircrafts: Are elements of transport whereby perishable and durable goods can be transported through air without getting spoiled. For example, airport that helps the transportation of people from Mwanza to Dar es Salaam.

(iv) Ships: Are elements of transport whereby goods are transported through water mostly bulky and heavy goods for long distances. For example, the port that facilitates the transportation of goods and people from Mwanza to Bukoba.

Extract 4:2.2 is a sample of incorrect response in question 4.
In extract 4.2.2, the student defined the term transportation but failed to provide correct example of transportation. Instead giving the example of transportation in his/her surrounding the student wrote a means of transport in part (a). The student also explained the examples of the units of carriage instead of the elements of transport in part (b).

2.5 Question 5: Entrepreneurship

The question required the students to describe five functions of an entrepreneur. It was set to test the students understanding on entrepreneurship particularly on the functions of entrepreneurs.

The question was attempted by all 82,570 (100%) students of which 58,593 (71%) students scored from 0 to 4 marks, 17,595 (21.3%) students scored from 4.5 to 9.5 marks and 6,382 (7.7%) students scored from 10 to 15 marks. Data analysis showed that students performance in this question was poor as only 23,977 (29%) scored from 4.5 marks to 15 marks. This performance is summarized in Figure 5.

![Figure 5: The percentage of students’ performance in Question 5](image_url)

Figure 5 shows that the majority of the students performed poorly in this question as 71% of the students scored below 4 marks out of 15 allocated marks.
The students 58,593 (71%) who scored low marks had inadequate knowledge on the topic of entrepreneurship. Some students mentioned some correct functions but failed to provide the correct explanations. There were some students who explained at least a single function but failed to elaborate point clearly due to the poor command of the English Language.

Most of them failed to grasp the demand of the question because 30,642 (37.1%) students scored 0 mark. The incorrect responses observed from different samples of students’ responses proved that the students had misconception on the demand of the question. The following are the misconceptions observed: some students explained the problems facing entrepreneurs, the rewards to the factors of production, the factors of production, advantages of entrepreneurship instead of the functions of entrepreneur. Other students scored 0 mark because they copied some sentences from objective questions and used them as response to question 5. These students failed to recall several functions performed by entrepreneurs in their daily dealings. The functions include: planning, identifying business opportunities, creation of a new market, managing of production operations, securing of business resources, initiating and providing capital to the business, bearing of business risks and financial management. Extract 5.1 present a sample of poor responses from one of the students.
Extract 5.1 is a sample of incorrect response.

In extract 5.1 the student mentioned some reward to the factors of production with exception of point (ii) which is a factor of production instead of describing the functions of an entrepreneur.

On the other hand, students 17,595 (21.3%) whose scores ranged from 4.5 to 9.5 marks were able to describe some correct functions of an entrepreneur and entrepreneurship in general. Further, the analysis showed that some students in this category mentioned all the required functions correctly but failed to score full marks because some of them interchanged the descriptions on the mentioned factors. Many of these students included in their response the point of *honest* which is the quality and not function. This indicated that they failed to differentiate the qualities and the functions of entrepreneurs. In addition, poor command of English Language was noted as an obstacle to most of the students.
Despite poor performance in this question, a few students 6,382 (7.7%) scored high marks ranging from 10 to 15 marks. These students understood the demand of the question and had knowledge of the functions of entrepreneur. Most of the students described four functions out of the required five. Other students described all five functions but slight discrepancies noted in their explanations. However, variations of their scores resulted from individual ability of the students to clarify the functions and the sufficient number of functions provided. Extract 5.2 is a sample of a good response from one of the students.

5. Describe five functions of an entrepreneur.

(i) **Bear risks**: An entrepreneur is a person who sees an opportunity where others were not able to. An entrepreneur bears the all the risk met with the business, we must put into consideration the fact that the entrepreneur is trying something new and it thus it has some possibilities to happen or to not.

(ii) **Organizing the factors of production**: The factors of production are entrepreneurship, capital, land and labour. The entrepreneur organizes these factor of production and make them work in an harmonious way and thus enhancing production. Production will be carried out smoothly.

(iii) **The entrepreneur provides the business with capital and all the requirements for the business to go on**: The entrepreneur is the proprietor of the business and thus he/she is the one who is so much concerned with the development of the business. The entrepreneur provides all the resources required.
Extract 5.2 is a sample of a correct response.

In extract 5.2 the student described correctly the functions of an entrepreneur.

2.6 Question: 6 Domestic trade

This question was composed from the topic of Domestic Trade and it had two parts (a) and (b). In part (a) students were required to describe the term channel of distribution and draw a diagram to show the middlemen involved in the channel of distribution of manufactured goods. In part (b), they were required to explain four forms of channel of distribution of manufactured goods.

The question was attempted by 82,570 (100%) students, out of which 52,715 (63.8%) scored from 0 to 5.5 marks, which is a weak performance and among them 23,974 (29%) students scored 0. Moreover, 23,669 (28.7%) students scored from 6 to 12.5 marks, which is an average performance and 6,186 (7.5%) scored from 13 to 20 marks, which is a good performance. The general students’ performance in the question was average, since 29,855 (36.2%) scored from 6 to 20 marks. The students’ performance in the question is summarised in Figure 6.
Figure 6: The percentage of students’ performance in Question 5

Figure 6 shows that the percentage of the students who scored low marks is higher than that of average and high scores. However, this performance is categorized as average performance because the percentage of the students with average and high scores is above 30 percent.

The students who performed well in this question had sufficient knowledge on the channel of distribution in commerce. Majority of them were able to describe the term channel of distribution and draw a well labeled diagram which shows distribution of manufactured goods in part (a). Some students also explained the four forms of channel of distribution of manufactured goods. Among them some students explained all the forms correctly. Others explained all the forms but their explanations on some forms were not correct. The analysis shows that students’ scores differed in respect with correctness of the response provided by individual students. Extract 6.1 is a sample of response from a student with high score in question 6.
6. (a) Describe the term channel of distribution and draw a diagram to show the middlemen involved in the channel of distribution of manufactured goods.
(b) Explain four forms of channel of distribution of manufactured goods.

(i) Producer → Final consumer. This is also known as direct distribution, whereby it involves the flow of goods from the producer or manufacturer to the final consumer. This distribution can be due to small scale production or the sale of expensive goods, to avoid the further increase in price, which can lead to decrease in quantity demanded. This is also known as direct channel.

(ii) Producer → Wholesale → Final consumer. This form involves flow of goods from the producer or the point of production to the wholesaler and finally to the final consumer who are the final user of goods and services. After the wholesaler buy goods from the producer, they sell to the retailer and retailer sell to the final consumer.

(iii) Producer → Wholesale → Large scale Retailer → Final consumer. This form involves flow of goods from the producer or the point of production to wholesaler to the large retailer and lastly to the final consumer who are the final user of goods and services. After the wholesaler buy goods from the producer, they sell to the retailer and retailer sell to the final consumer.

(iv) Producer → Retailer → Final consumer. This involves the flow of goods from the producer to the retailer and finally to the final consumer. This form involves the elimination of the wholesaler, it can be due to when goods produced have been standardized, presence of large scale retailer, sale through contract, when goods produced are perishable, they are supposed to reach to the final consumer as soon as possible.

Extract 5.2 is a sample of correct response.
Extract 6.1 is a sample of response from a student with high score in question 6. The student described the term channel of distribution, drew a well labeled diagram which shows how manufactured goods flow from the producer to the final consumer. He/she also explained the four forms of channel of distribution of manufactured goods.

The students 23,669 (28.7%) with average performance in this question had scores ranged from 6 to 12.5 marks. Most of them answered correctly part (a) as they were able to describe the channel of distribution and drew the distribution channel for manufactured goods. The analysis shows that the students in this group were able to draw the channel of distribution in part (a) but could not translate the diagram in part (b). They mentioned those who are involved in the channel of distribution such as manufacturers, wholesalers, largescale retailers, small scale retailers and final consumers instead of explaining the forms of distribution channel. However others could not attempt part (b) at all.

On the contrary, 52,715 (68.7%) students who scored low marks failed to answer the question as per requirement but also, lacked knowledge on the distribution channel. Those who scored from 0.5 to 5.5 marks had partially answered part (a) as they were able to give the meaning of the term channel of distribution, drew the diagram with a few correct points. Some students described the term channel of distribution but drew the charts used in commerce instead of the channel of distribution. For example, some students drew commerce chart, levels of production and production chart. A few students drew the channel of distribution but they reversed the presentation in the diagram as they showed that goods flow from the final consumer to the producer. Their explanations in part (b) also reflected their diagram.

A total of 23,974 (29%) students scored 0 mark. Their responses showed that they lacked knowledge on channel of distribution concept. Some of them described channel of distribution as transportation and several students described it as production or commerce hence drew the diagram which reflected their description. Some students’ responses in part (b) reflected misunderstanding of the demands of the question and were full of grammatical errors. For example, incorrect responses provided by these students include: the types of industry: extractive, constructive and manufacturing. Other incorrect responses were levels of production, goods produced in different producers and challenges facing distribution of goods from the producer to final consumers.
Many students copied sentences from other questions in the question paper as response for part (b). Others wrote different commercial terms instead of the forms of channel of distribution. Extract 6.2 presents a sample of poor responses in question 6.

6. (a) Describe the term channel of distribution and draw a diagram to show the middlemen involved in the channel of distribution of manufactured goods.
Extract 6.2 shows a sample of incorrect response.

In extract 6.2 the student drew the production flow chart instead of channel of distribution and did not describe the term channel of distribution in part (a). The student also mentioned the factors of production instead of explaining the four forms of channel of distribution.
2.7 Question 7: Production

The question was set from the topic of Warehousing Management. It required the students to explain four advantages and two disadvantages of warehousing. It was attempted by 82,551 (100%) students of which 54,005 (65.4%) students scored from 0 to 5.5 marks, 20,750 (25.1%) scored from 6 to 12.5 marks and 7,796 (9.5%) scored from 13 to 20 marks. The overall students’ performance in this question was average since 28,546 (34.5%) of all the students scored an average of 30 percent and above of the marks allocated in this question. Figure 7 summarises students’ performance in question 7.

![Figure 7: The percentage of students’ performance in Question 7](image)

The students 20,750 (25.1%) had average performance as their scores ranged from 6 to 12.5 marks. The analysis showed that most of these students were able to explain all correct advantages but failed to provide the correct disadvantages. Some among these students explained one of the disadvantages of warehousing with partial explanations. For example, expired dates’ of the goods stored and costs are mostly mentioned by many students though they failed to relate their explanation with the mentioned disadvantages. Other students explained the correct advantages and a single advantage of warehousing. The disadvantages of warehousing include: increase in price of the goods stored, bureaucracy, some storekeepers are not honest enough and contamination of stocks. However, these students also scored some marks on introduction and conclusion parts.
A total of 7,796 (9.5%) scored high marks (13 - 20) as they were able to explain the advantages and disadvantages of warehousing. The majority were able to provide correct explanation on the advantages but partially on the disadvantages. These students observed the essay writing procedures. Extract 7.1 shows a sample of a good response from a student who scored high marks.

7. Explain four advantages and two disadvantages of warehousing.

- Warehouse is the special building, which is used to store goods until they are needed for consumption or sale. There are three major types of warehouses, which are private warehouses, public warehouses, and bonded warehouses. The process of keeping goods in the warehouse until they are needed for sale or for consumption is called warehousing.

  The following are the advantages and disadvantages of warehousing:

  **Advantages:**

  **Provision of security of the goods:** The goods, which are stored in the warehouse, are being protected and secured from theft, robbery, fire, accident, and other calamities which may occur in the business or warehouse, so that to avoid the expenses of compensating the goods lost.

  Warehousing enables the government to collect revenues through the tax paid when the customer pays duties and charges incurred by the warehouse for the time goods are stored, the government also get to collect the revenues from the small percentages deducted from the total amount of charges collected by the warehouse in a certain period of time.

  Warehousing enables a person to store goods whose demand is seasonal so that can be preserved in the warehouse, a person can store goods in the warehouse in which the goods stored are seasonally demanded, there are goods such as raincoats, umbrellas, and others which are demanded seasonally, such in the rainy season and other seasons of the year.
Extract 7.1 is a sample of a relatively correct response.

Conversely, the students who scored low marks (0 to 5.5) had inadequate knowledge on warehousing management. Those who scored from 0.5 to 5.5 marks mentioned some correct points without explanation especially on the advantages of warehousing. Others failed to provide any correct advantages and disadvantages of warehousing but they scored some marks from the meaning of warehousing in the introduction part. However, there were some students who explained at least one correct point on the advantages and one point on the disadvantages but could not present their responses in essay form. The response from different students showed that these students lacked English Language proficiency.

Out of 54,005 (65.4%) students who scored low marks, 28,358 (34.4%) students scored 0 mark. The analysis showed that most of the students failed to understand the demand of the question but lacked knowledge on warehouse management. They explained different concepts relating to warehouse and warehousing but were contrary to the demand of the question. For example, some students explained the factors to consider when establishing a warehouse such as availability of raw materials, availability of labour, availability of labor, proper equipment, effective transport and communication as the advantages of warehousing. The correct advantages include protection of goods stored, increase in production, price stability, preparation of goods for sale, reduce transport
cost, increase in quality of some goods, preservation of surplus goods or raw materials, decrease in transport cost, creation of time utility, source of government revenue and employment opportunity. The responses from other students were about the functions of stock administration such as placing, receiving, issuing, and stock care as the advantages. They included stock taking and order points as the disadvantages of warehousing. Extract 7.2 shows a sample of a poor response.

<table>
<thead>
<tr>
<th>Extract 7.2: A sample of a poor response</th>
</tr>
</thead>
</table>

7. Explain four advantages and two disadvantages of warehousing.

- Warehousing: the...from one place to another. The advantages of warehousing: management, it is a pure government support from one place to another place.
- Poor transportation fits the warehousing. Transportation is not very easy. Hence, poor goods, poor fate.
- Poor management for interest.
- Poor control and quality. In the warehousing management, there are poor quantities and communities transport for this. The following are advantages of warehousing.
- Poor government support in the warehousing. One of the main advantages is said poor government support warehousing management.
- Poor quantities and communities and this point is said poor quantities an poor communities in the warehousing management. The advantage:
- Poor transportation and communication for the poor point is said that poor transportation and communication example at poor transport. Poor... poor boundaries.

Extract 7.2: A sample of a poor response
In extract 7.2 the student failed to differentiate the advantage and disadvantages of warehousing. This student mentioned the problems facing warehouse owners instead of the advantages and disadvantages of warehousing. He/she explained warehousing as transportation in the introduction part. Poor command of English language was also a problem to most of the students.

3.0 PERFORMANCE OF STUDENTS IN EACH TOPIC

The Form Two National Assessment (FTNA), 2019 Commerce subject had seven (7) questions tested from seven topics covered in form one and two syllabus. The topics are Commerce basics, Domestic Trade, Production, Economic basics, Entrepreneurship, Warehousing Management and Transportation. The report analysis shows that only one topic Entrepreneurship tested in question 7 had poor performance. This made the student general performance being average since 64.07 percent of all students passed.

Three questions (1, 2 and 3) composed from different topics had good performance. The students performed well in multiple choice items, True/False and fill in blanks items and matching items. The analysis shows that students’ performance in question 1 (multiple choice items) was good as 82.8 percent of the students scored from 3 to 10 marks. Question 3 (True/False and Filling in the blanks items) had a good performance since 79.2 percent of the students scored from 4.5 to 15 marks. Question 2 which was composed from the topic of Production had also good performance as 67.9 percent of the students scored from 2 to 5 marks. Furthermore, the analysis shows that a good performance was due to students’ ability to memorise various concepts assessed in those topics and clear understanding of the demand of the questions.

On the contrary, three questions from the topics of Domestic trade, Transportation and Warehousing management had average performance. The questions were: question 6 from the topic of Domestic trade whereby 36.2 percent of the students scored from 6 to 20 marks and question 4 from the topic of Transportation as 35.2 percent of the students scored from 4.5 to 15 marks. Likewise question 7 from the topic of Warehousing management had average performance because 34.6 percent of the students scored an average of 30 percent and above.
The report shows that only one question (7) from the topic of Entrepreneurship had poor performance since only 29 percent of the students were able to score an average of 30 percent of the marks allocated to the question. The main reasons for the poor performance were misconception of the concept tested, inadequate knowledge on the topic of Entrepreneurship and failure to follow the instruction of the question. For example, some students mentioned the points instead of describing.

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 Commerce subject in FTNA 2019 was average. The students who performed well were able to identify the tasks of the questions, had competence in the concepts tested and were able to follow instructions. The students with average performance were able to identify the demands of the questions but they had partial knowledge on the concepts tested. They also had poor mastery of English Language which made them fail to provide correct explanations on some points mentioned. Conversely, the students with poor performance lacked knowledge on the tested concepts, inability to identify tasks of the questions and poor mastery of English Language.

#### 4.2 Recommendations

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

(a) Teachers should guide students by making groups in class and give them assignments for presentation from different topics and lead the discussion on the presentation.

(b) Students should be guided on how to answer essay question by being given as many exercises as possible. This will also help the students to improve in English language proficiency. The students should be given a feedback from the exercises.

(c) Schools should organise study tour especially on the topic of Entrepreneurship to visit different successful entrepreneurs. Also to
invite guest speakers to explain about different entrepreneurial activities conducted in Tanzania.

Appendix

Summary of Students’ Performance per Topic

<table>
<thead>
<tr>
<th>S/N</th>
<th>Topic</th>
<th>Question Number</th>
<th>Percentage of Students who Scored an Average of 30% or Above</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Warehousing Management, Commerce Basics, Economics Basics, Entrepreneurship, Domestic Trade, Transportation and Production,</td>
<td>1</td>
<td>82.8</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Transportation, Entrepreneurship, Warehousing Management, Domestic Trade, Commerce Basics, Production and Economics Basics,</td>
<td>3</td>
<td>79.2</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Production</td>
<td>2</td>
<td>67.9</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Domestic Trade</td>
<td>6</td>
<td>36.2</td>
<td>Average</td>
</tr>
<tr>
<td>5</td>
<td>Transportation</td>
<td>4</td>
<td>35.2</td>
<td>Average</td>
</tr>
<tr>
<td>6</td>
<td>Warehousing Management,</td>
<td>7</td>
<td>34.6</td>
<td>Average</td>
</tr>
<tr>
<td>7</td>
<td>Entrepreneurship</td>
<td>5</td>
<td>29</td>
<td>Poor</td>
</tr>
</tbody>
</table>