



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



**STUDENT'S ITEM RESPONSE ANALYSIS REPORT  
ON THE FORM TWO NATIONAL ASSESSMENT  
(FTNA) 2020**

**COMMERCE**



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**(FTNA) 2020**

**061 COMMERCE**

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## FOREWORD

This report is based on the Students Item Response Analysis (SIRA) on the Form Two National Assessment in Commerce which was conducted in November 2020. The aim of this report is to give the feedback to all education stakeholders on the factors which contributed to the students' general average performance in the respective subject.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor the students' learning in order to provide feedback that can be used by both the teachers and students to improve their teaching and learning, respectively.

The analysis done in this report shows clearly the factors which justify the students' performance in Commerce subject. Students who scored low marks faced some difficulties in answering questions such as inability to identify the requirement of the questions, lack of knowledge of various commercial concepts and arithmetic skills, poor English Language, and incompetence in form one and two topics. However, the analysis further indicates that the students who had high scores were able to answer the questions according to the demands; they had a sufficient knowledge of different commercial concepts and they were able to correctly use English Language while answering the questions.

This report will help students to identify their strengths and the weaknesses that they need to work on in the course of learning the subject and before they sit for their final examination, i. e. Certificate of Secondary Education Examination. It will also help the teachers to identify the challenging areas and address them immediately in their teaching of Commerce.

The expectations of the National Examinations Council of Tanzania (NECTA) is that the feedback provided in this report will trigger all the education stakeholders such as Curriculum Developers, Quality Assurers and Policy Makers to take proper measures to improve teaching and learning process in Commerce subject. Ultimately, the measures taken will help students to acquire the required knowledge, skills and competences for the better performance in the future.

The Council would appreciate all who, in one way or the other, had contributed on the preparation of this report.



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

## **1.0 INTRODUCTION**

The 061 Commerce subject report analyses the performance of students who sat for the Form Two National Assessment (FTNA) in November 2020. In the given examination students' competences were tested according to the 2016 commerce syllabus for Ordinary Secondary Education.

The paper consisted of three sections A, B and C, with a total of seven (7) questions. There were three questions in section A; the first question carried 10 marks, the second carried 5 marks, and the third had 15 marks. Section B comprised of two questions; each carrying 15 marks. Section C had two questions each carrying 20 marks.

Students who sat for the 2020 assessment in this subject were 78,998. However, the results of 139 students were withheld for various reasons. A total of 42,715 (54.17%) students passed with different grades. Students who scored grade A were 3,866 (9.05%), grade B 4,659 (10.90%), grade C 16,140 (37.79%) and those who got grade D were 18,050 (42.26%). However, 36,144 (45.75%) students failed since they had grade F. The data shows a decrease of 9.9% when compared to the 2019 performance whereby 82,571 students sat for the assessment, out of which 52,807 (64.07%) passed, and 29,619 (35.93%) failed.

This report analyses students' performance question wise by identifying the tasks of each question, and identifies the students' strengths and weaknesses in attempting each question. The report further analyses the questions that were well performed, moderately performed, poorly performed and establishes possible reasons for such performance. 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 an appendix have been incorporated into this report to support the analysis.

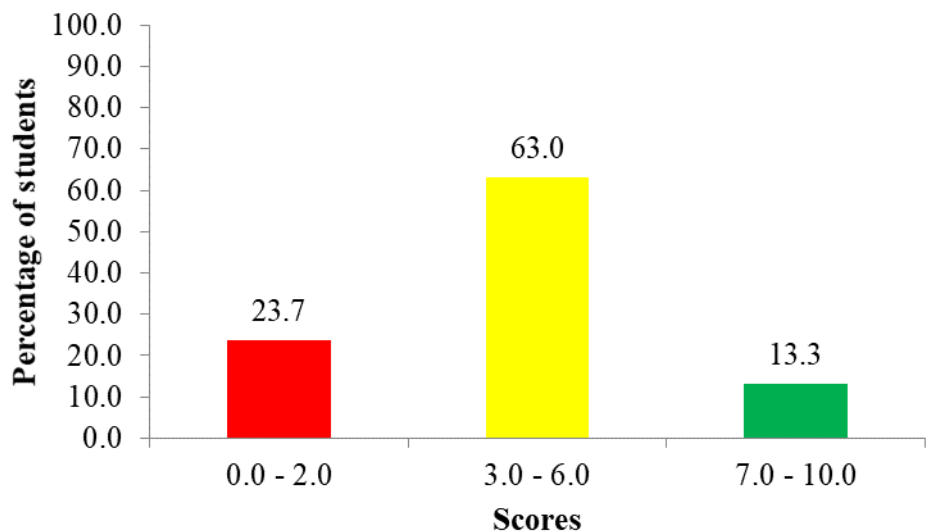
## 2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

### 2.1 Question 1: Multiple Choice Items

This question comprised of ten (10) multiple choice items. Each item carried 1 mark, making a total of 10 marks. The items were extracted from seven topics, which are; *Warehousing Management*, *Commerce basics*, *Economic basics*, *Entrepreneurship*, *Domestic trade*, *Transportation* and *Production*.

The students were given four alternatives from which they were supposed to choose the correct answer.

The question was attempted by all 78,997 (100%) students, out of which 10,485 (13.3%) scored from 7 to 10 marks, 49,772 (63.0%) scored from 3 to 6 marks and 18,740 (23.7%) from 0 to 2 marks. The general performance of the students in this question was good as 60,257 (76.3%) scored from 3 to 10 marks. This performance is summarised in Figure 1.



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

Item (i) was as follows: *The act of finding the value of stock held in stores is known as*

- |          |                      |          |                        |
|----------|----------------------|----------|------------------------|
| <i>A</i> | <i>stock care</i>    | <i>B</i> | <i>stock taking</i>    |
| <i>C</i> | <i>stock control</i> | <i>D</i> | <i>stock valuation</i> |

The item was intended to test the students' understanding of the activities of stock administration. The correct response was *D, stock valuation*. The students who opted for the correct response were able to distinguish the various activities in stock administration. The students who opted for the incorrect responses either failed to understand the meaning of the terms used in stock administration or had insufficient knowledge of the concepts used in stock administration: For example, those who opted for *A, stock care* were wrong because stock care deals with all the activities of ensuring cleanness, dusting and sorting out damaged and outdated items in a storage. Those who opted for *B, stock taking* and *C, stock control* failed to distinguish the two terms because stock control involves physical checking, counting and valuation of the stock held while stock taking is only a part of stock control that only deals with the physical checking and counting of the stock held.

Item (ii) was: *Which one of the following is an example of a unit of carriage in transportation?*

- |          |              |          |                      |
|----------|--------------|----------|----------------------|
| <i>A</i> | <i>Boats</i> | <i>B</i> | <i>Airports</i>      |
| <i>C</i> | <i>Land</i>  | <i>D</i> | <i>Petrol/Diesel</i> |

The item was intended to test the students' knowledge of the elements of transportation. The correct response was *A, Boats*, because it is among the units of carriage which is used to move goods, people and services from one geographical area to the other. The students who opted for this correct alternative had a sufficient knowledge on the elements of transportation. Those who opted for *B, Airports* *C, Land* and *D, Petrol/Diesel* lacked knowledge of these terms since airports are terminal for the aeroplanes. Land is among the forms of transport and petrol or diesel are fuels used to run motor vehicles and other machines and they are example of elements of transport called methods of propulsion.



Item (iii) was: *Kiese furniture industry produces Aluminium doors and Windows. Which one of the following costs is regarded as fixed cost to the industry?*

- A *Payment of the electricity bill*
- B *Buying of raw materials*
- C *Purchase of machine*
- D *Payment of rent*

This item tested students' knowledge of the production costs. The correct response was *D, Payment of rent*. Those who opted for *D*, were aware that rent refers to the payment for owning or using land and this is constant, it does not vary as a firm changes the level of output. The students who opted for rent were well acquainted with the production cost and were able to distinguish them. The students who opted for other alternatives lacked a sufficient knowledge of the production costs because they opted for the variable costs which tend to vary as a firm changes the level of output. For example, *A, Payment of electricity bill* tend to vary with the level of output as a larger output tend to use more electricity as a source of energy when compared to a lower level of output. Those who opted for *B, buying of raw materials*, did not realize that production tend to vary with the level of output because when a firm wants to produce five houses of the same size and two houses of the same size and quality, the quantity of cement and Iron sheets needed will vary. Some students who opted for *C, Purchase of machine* were wrong since a firm will purchase large machines or heavy duty for the production of a large output and small machines for a small level of output.

Item (iv) was: *What is a correct name for the characteristic of wants which cannot be satisfied once and for all?*

- |                        |                      |
|------------------------|----------------------|
| A <i>Complementary</i> | B <i>Recurrent</i>   |
| C <i>Utility</i>       | D <i>Competitive</i> |

The question was intended to test the knowledge of the students on the characteristics of human wants. Alternative *B, Recurrent* was the correct response. The students who opted for this response were able to distinguish the characteristics of the human wants. The main feature of the human wants is that they are unlimited in nature and cannot be satisfied once and for all. They are normally satisfied only within a short period of time. For

example, one may take lunch but after some hours may again feel hunger. The students who opted for alternatives *A, Complementary* and *D Competitive* were wrong because wants become complementary goods if satisfaction for a good is completed by another good such as bread and margarine while competitive wants they were aware that wants are many but the most urgent want is the one to be first satisfied. On the other hand, alternative *C, Utility* is the ability of the commodity to satisfy human wants. The students who opted for these alternatives had insufficient knowledge of the characteristics of human wants.

Item (v) stated: *Other things being equal, demand changes as price changes. This link gives rise to the law of demand which states that*

*A the higher the price, the higher the demand and vice versa.*

*B the lower the price, the lower the demand and vice versa*

*C the higher the price, the lower the demand and vice versa*

*D the lower the costs of production, the higher the demand and vice versa*

Students were supposed to understand the operation of the law of demand in the economy. The correct response was *C, the higher the price, the lower the demand and vice versa*. The students who chose the correct response were able to identify the nature of the law of demand which indicates an inverse relationship between changes in price and the changes in the quantity demanded. Furthermore, the students were also able to distinguish the exceptions to the law of demand which is applicable for luxurious commodities which are demanded for prestige. Some of the students opted for *A, the higher the price, the higher the demand and vice versa*, as they assumed that for Veblen goods as the price goes up the quantity demanded tend to increase and vice versa. Thus the students were unable to distinguish normal and abnormal goods. Those who opted for *B, the lower the price, the lower the demand and vice versa* were wrong because, in most cases for normal goods as the law of demand states, when price falls people tend to demand more of that particular commodity. The students had insufficient knowledge of the law of demand in the economy. However, the students who chose *D, the lower the costs of production the higher the demand and vice versa* were wrong because the law of demand shows how the changes in price leads into the changes in the quantity demanded and it does not address the changes in the costs of production. These students had insufficient knowledge on the Economics basics.

Item (vi) was: *The wholesalers who operate on a very large scale and have large warehouses in all major towns are known as*

- |          |                             |          |                                |
|----------|-----------------------------|----------|--------------------------------|
| <i>A</i> | <i>general wholesalers</i>  | <i>B</i> | <i>specialized wholesalers</i> |
| <i>C</i> | <i>regional wholesalers</i> | <i>D</i> | <i>nationwide wholesalers</i>  |

The item required the students to identify the type of the wholesaler who operates in large scale in multiple towns from the given alternatives. It aimed to test the students' understanding of the main types of the wholesalers in domestic trade. The correct response was *D, nationwide wholesalers*. The students who opted for the correct response knew that these traders operate in large scale and are capable of owning large warehouses in different major towns in the country. The students had a sufficient knowledge on the different types of the wholesalers and also were able to distinguish different types of the wholesalers. Other alternatives *A, B* and *C* are the different types of the wholesalers. For example, *A, general wholesalers* are those who offer to sell a varieties of goods in towns. *B, specialized wholesalers* are those who offer to sell specific goods such as those who offer to sell only hardware commodities, or those who sale drinks. *C, regional wholesalers* are those who offer to sell in a specific geographical area, region or district. These wholesalers may offer to sell avarieties of goods or a specialized range of goods. Therefore, those students who opted for these alternatives had insufficient knowledge of the types and nature of the wholesalers.

Item (vii) was: *The process of stimulating workers to accomplish desired goals in entrepreneurship is referred to as*

- |          |                   |          |                   |
|----------|-------------------|----------|-------------------|
| <i>A</i> | <i>innovation</i> | <i>B</i> | <i>motivation</i> |
| <i>C</i> | <i>creation</i>   | <i>D</i> | <i>initiation</i> |

The item tested the students' understanding of the factors to consider when an entrepreneur wants to improve the efficiency of his/her workers. The correct answer was *B, motivation*, which refers to the process of stimulating workers morally in accomplishing the desired goals in entrepreneurship. The students who opted for the correct response had the sufficient knowledge of the entrepreneurial skills and could distinguish the entrepreneurial skills and entrepreneurial qualities. The students who opted for the other alternatives had insufficient knowledge on the meaning of the concepts used in entrepreneurship because those responses were not correct

since innovation, creation and initiation are entrepreneurial qualities. The options *A, Innovation* refers to the process of discovering or introducing new production techniques and products which in turn lead into advancement in science and technology. *C, creation* is the process of organizing and synthesizing ideas in order to improve the quality and quantity of goods produced which may also lead into the introduction of new entrepreneurial skills. Option *C, Initiation* is the process of starting a new business.

Item (viii) was: *Which among the following is an example of large scale retailers?*

- |                         |                       |
|-------------------------|-----------------------|
| <i>A Mobile shops</i>   | <i>B Tied shops</i>   |
| <i>C Multiple shops</i> | <i>D Single shops</i> |

The item intended to test students' knowledge of the classification of retailers and large scale retail business. The students who opted for response *C, Multiple shops* made the correct choice because multiple shops can be defined as a number of shops which are scattered in different areas selling similar products under one management. Therefore, according to the definition they fall in the category of large scale retailers due to its ability of running many branches of shops in different places. The students were competent in distinguishing and identifying the large scale from the small scale retailers by relating the features given in the item with the options provided. Other options were wrong because the features given are associated with small scale retailers. For example, option *A, Mobile shops* are small scale retailers which do not have permanent settlement and operate their businesses by using vehicles in moving goods from one place to another while looking for their potential customers by visiting different markets. Those who chose *B, Tied shops* were wrong because these shops are run by small scale retailers who sell products which originate from one manufacturer only e.g. the petrol stations. Option *D, Single shops* which implies small scale retail businesses which are owned by a single person which can be specialty shops, general shops or village shops. Therefore, other alternatives were incorrect because they did not fit the description given in item and the students who opted for these alternatives could not distinguish the small scale retailers from the large scale retailers.

Item (ix) stated: *The following are the elements of commerce except:*

A *insurance*

B *warehousing*

C *home trade*

D *direct services*

The students were required to identify the option which is not the element of commerce. The correct response was *D, direct services*. Direct services are among the different stages of the process of production which deals with the provision of services to the public as a corporation and individually e.g. defense services by the military forces (public) and medical treatment (personally). The students who opted for the correct option had a sufficient knowledge on the elements of commerce which are insurance, warehousing and home trade. They used their knowledge to identify the one which is not among the elements of commerce. The students who opted for other options *A, B* and *C* did not realize that all three options stand for the elements of commerce. *A, insurance* refers to the agreement between an individual or an institution and an insurance company whereby the individual or the institution pays a regular amount of money to the insurance company and the insurance company agrees to pay compensation in case of a loss suffered from the occurrence of a specified event. *B, warehousing* which can be defined as the process of keeping goods in the warehouses while option *C, home trade* refers to the trade within the boundaries of the country and does not cross borders.

Item (x) stated: *Mr. Duka owned a supermarket. Which one of the following stock computations will help him to identify the fast and slow moving items in the business?*

A *Stock turn rate*

B *Average stock*

C *Stock order point*

D *Stock levels*

This item was intended to test students' understanding of the mathematical computations and its applications in stock administration. The correct response was *A, Stock turn rate*. The students who opted for the correct response were able to identify the fast-and slow-moving items in the business by using their knowledge and experience in the computation of stock turn rates. They realized that a stock turn rate is one among stock computations which is used in identifying the fast- and the –slow moving items in the business. Stock turn rate is determined by dividing the cost of sales by the average stock. The students who opted for other alternatives

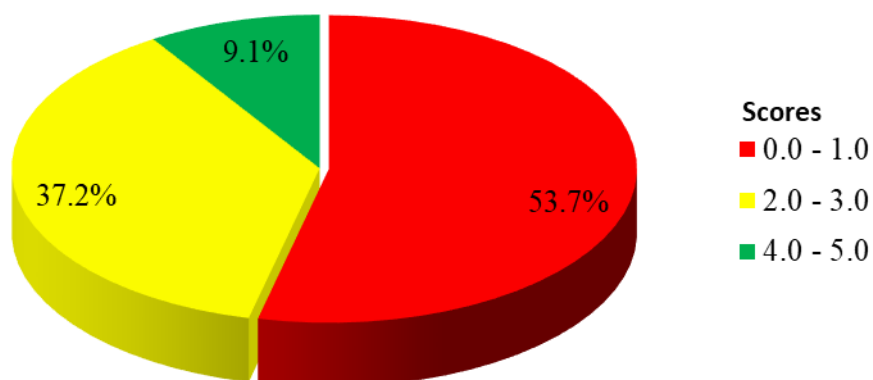
did not know the computations of stock turn rate and had insufficient knowledge in stock administration. For example, some students who opted for *B, Average stock* which refers to the average of the opening stock and closing stock, did not know that this cannot be used to determine the fast- and –slow moving items in business. Likewise, those who chose *C, stock order points* did not know that the correct formula to calculate *stock order point* is  $(Daily\ sales \times Delivery\ time) + Minimum\ stock$ . It is used when placing new stock. Option *D, Stock levels* refer to the variables which are used in stock taking and stock valuation at the end of the trading period in order to ascertain the value of goods which remain unsold, i. e. closing stock.

## 2.2 Question 2: Matching Items

Students were required to match the functions of stock administration in **List A** with the relevant terminologies of stock administration 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:

<i>List A</i>	<i>List B</i>
(i) <i>The process of cleaning, dusting and sorting out spoilt goods in the warehouse or shop.</i>	<i>A Stock control</i> <i>B Stock valuation</i>
(ii) <i>The delivery of goods which involves checking of the goods delivered against order copy.</i>	<i>C Placing of items</i> <i>D Care of stock</i>
(iii) <i>The activity which involves releasing of goods against vouchers in order to keep proper record and control the movement of goods.</i>	<i>E Receiving</i> <i>F Stock taking</i> <i>G Issuing of stock</i>
(iv) <i>The checking and keeping records of the quantity and value of goods in stock.</i>	
(v) <i>The process of arranging the stock in such a way that old and new stock can clearly be identified.</i>	

All 78,993 (100%) students attempted this question, out of whom 7,212 (9.1%) scored from 4 to 5 marks, 29,344 (37.2%) scored from 2 to 3 marks and 42,437 (53.7%) scored from 0 to 1 mark. Students' performance in this question was average as 36,556 (46.3%) scored from 2 to 5 marks. Figure 2 summarises students' performance in question 2.



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

The majority of the students managed to respond correctly on items (i), (ii) and (v). However, items (iii) and (iv) were incorrectly matched by most of the students. In order for the students to match the five items correctly, they had to know the meaning of the various concepts in the functions of stock administration and its relevant terminologies.

Item (i) required the students to identify the process of cleaning, dusting and sorting out spoilt goods in the warehouse or shop. The correct response was (D), *Care of stock*. The students who responded correctly, showed their outstanding ability in mastering the subject matter and the meaning of the concepts tested which in turn enabled them to match the description of the items given in the lists provided. Some of the students chose C, *placing of items* while others chose B, *Stock valuation*, which were incorrect. Those students failed to realize that stock valuation involves the process of finding the value stock held in stores and placing of items involves the process of arranging the stock in the stores. However, other students randomly opted

for other options which did not relate to the functions of stock administration in particular.

Item (ii) required students to match the function of stock administration which involves checking of the goods delivered against order copy. The correct option was *E, Receiving*. Most of the students matched the item correctly because they knew that receiving is the process of the delivery of goods which involves the checking of the goods delivered against order copy. The students who opted correctly were well versed with the knowledge on the functions of stock administration especially in the process of receiving goods. Some students who incorrectly matched the item with *F, Stock taking* were distracted by the word *checking of goods* and misinterpreted the meaning of stock taking which involves physical counting and checking of the stock in the stores with the descriptions of checking of the stock delivered against order copy given in the list which resulted to incorrect response. This was due to partial knowledge on the topic of stock administration particularly on the process of receiving. In addition, some students with wrong answer matched the item with *A, Stock control* or *D, Care of stock*.

Item (iii) required the students to identify the activity which involves releasing of goods against vouchers in order to keep proper record and control the movement of goods. The correct response was *G, Issuing of stock*. The majority of students incorrectly opted for *A, Stock control*. These students were confused by the description "proper records and control" from the stem of the item with the stock control in list B and consequently failed to grasp that stock control is the checking and keeping records of the quantity and value of stock in store and not of releasing of goods against vouchers in order to keep proper records and control of the movement of stock in store. The response of the students who responded correctly reflected that they were competent and had adequate knowledge of the function tested in this item and were able to know that the descriptions given in list A was not based on stock control function of stock administration. Other students who were incompetent on the tested items matched the items by guessing.

Item (iv) was intended to test the students' competences on the stock administration function which involve the process of checking and keeping records of the quantity and value of goods in stock. The correct response



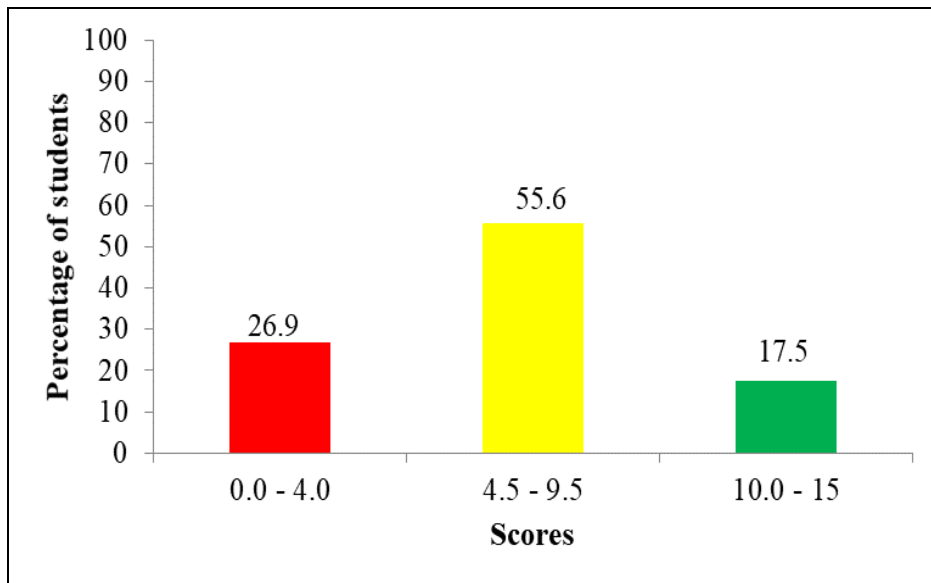
was *A, Stock control*. The students who were competent responded correctly since stock control plays an important role. This has also the foremost function which involves the process of controlling the stock in the store by checking and keeping the proper records of the stock which will enable the particular organization to be able to keep the proper stock in the store. It will also be able to avoid losses which may arise due to inappropriate control of the stock. Some of the students incorrectly matched the item with *B, Stock valuation* as they misconceived the word "value" from the stem of the description given with the function stock valuation in list B. Some students' responses reflected inadequate knowledge on stock administration.

In item (v), the students were required to match the stock administration function which involves the process of arranging the stock in such a way that old and new stock can be clearly identified. The correct response was *C, Placing of the items*. The students who matched the item correctly were well aware with the process of arranging the stock in such a way that old and new stocks can be distinguished. The students who could not match the item with the correct response were unable to differentiate the various functions of stock administration. Most of the incorrect responses given by these students include: *E, Receiving* by which the students assumed that receiving goods involve the process of arranging the stock in the stores regularly in the chronological order as they are received.

### **2.3 Question 3: True or False and Completion Items**

This question had two parts: (a) and (b). In part (a) students were instructed to write "True" or "False" to the given ten (10) items. In part (b) students were required to fill in the five (5) given blanks with the correct answers. One (1) mark was allocated for each item, making a total of fifteen (15) marks. All the items were set from seven (7) topics covered in form one and two syllabi.

The question was attempted by 78,996 (100%) students, out of whom 21,242 (26.9%) scored from 0 to 4 marks, 43,913 (55.6%) scored from 4.5 to 9.5 marks and 13,841 (17.5%) scored from 10 to 15 marks. The general performance in this question was good as 73.1% 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 students who scored from 4.5 to 15 marks were 57,754 (73.1%). Items (i), (ii), (iv), (v), (viii) and (ix) in part (a) and items (i), (iii), (iv) and (v) in part (b) were correctly answered by the majority. Furthermore, 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 did not attempt this part at all.

Item (i) intended to test the students' competences of the channel of distribution. The statement was; *The direct channel of distribution occurs when customers buy goods direct from retailers*. The correct response was *False*. The students were supposed to know that there are various stages involved in the channel of distribution. The stages involved include the flow of goods from the producer to the final consumer. The first stage in the channel involves direct distribution of goods from the producer to the consumer, hence direct distribution cannot occur when consumers buy goods directly from retailers.

Item (ii) required the students to demonstrate their knowledge on the Economics basics, especially in the Theories of Demand. The statement was: *A normal demand curve slopes from left to right downward*. The correct response was *True*, because the normal demand curve has got a negative slope which displays a negative relationship between the changes in price of the commodity against the changes in the quantity demanded.

When the price of the particular commodity rises the quantity demanded of this particular commodity falls and vice versa. The students who gave incorrect response failed to differentiate a normal demand curve and abnormal demand curve which slopes upwards from left to the right showing that changes in price are directly proportional to the changes in the quantity demanded.

Item (iii) was set to test the students' knowledge of the advantages of road transport to customers. The statement was: *Road transport is advantageous to customers because it provides door to door service.* The correct response was *True*. Majority of the students responded correctly to this item because they had competences on various types of transport and the services offered. Taking into consideration the other forms of transport, road transport is the only form of transport which enable customers to enjoy the service to their different locations as it can be easily accessible to all areas both in the urban centers and rural areas. Some students wrote *False* because they could not identify and exhaust the range of services offered by road transport in comparison to the other forms of transport namely, water and air or the other types of land transport such as railways and pipelines.

Item (iv) required the students to identify the point at which the production process ends. The item was: as *Production process ends when the producer completed producing the goods and keeps them in store waiting for sale.* In order for students to answer the item correctly, they should have to know that production does not only involve the actual transformation of raw materials into finished goods but also the provision of services, such as those provided by teachers, lawyers and accountants. The production process is not complete until goods reach the final consumer. The services of distributors, such as transporters and wholesalers are regarded as part of production. Therefore, the correct response was *False*. The students who wrote *True* confused the meaning of production and they only assumed that production is the transformation of raw materials into finished goods. They took into consideration only primary and secondary levels of production and ignored the tertiary level which deals with the provision of services.

Item (v), intended to test students' knowledge of the term indivisibility. The statement was: *Indivisibility is one of the advantages of barter trade.* The correct response was *False* The students who provided the correct response

had adequate knowledge on the barter trade. They managed to differentiate the advantages from disadvantages of barter trade or indivisibility from divisibility in barter trade. Barter trade refers to the direct exchange of goods for goods and services but the system could not grow further due to some limitations which include indivisibility of some commodities. Indivisibility in barter trade means that some commodities are indivisible and they hinder the process of exchange; for example, in trade, one cannot exchange half of a shirt or half of a live goat. Therefore, this is a disadvantage and not advantage because some commodities are indivisible into smaller units. The students who responded incorrectly took indivisibility as an advantage.

Item (vi) tested students' knowledge of the characteristics of a good entrepreneur. The statement was: *A good entrepreneur must be able to set challenging and substantial goals*. The correct response was *True* because the statement presented an entrepreneur as goal-oriented and able to set challenging and substantial goals. The students who responded correctly reflected their understanding of the entrepreneur as a person who starts and manages a business, the one who generates viable business ideas and evaluates ventures that offer products or services to consumers. The students with incorrect responses failed to understand who is a good entrepreneur and the necessary characteristics of a good entrepreneur who can produce appropriate products and services to their customers.

Item (vii), tested the students' knowledge of the terms and formulae used in business calculations. The statement was: *Gross profit is the excess of cost of goods sold over sales*. The correct response was *False* because the statement presents gross loss as cost of goods sold is greater than sales. Gross profit of a business is the surplus of selling price over cost price. It is calculated by subtracting the cost of sales from sales value. Therefore, gross profit is not the excess of cost of goods sold over sales rather it is the excess of sales price over cost price of goods. The students who responded correctly had a good mathematical background which enabled them to know the proper mathematical formulae in the computation of stock administration. Those students who incorrectly responded to the question had a poor background in business calculations and could not know the proper formulae in the calculations or they failed to interpret the question.

Item (viii), required the students to know the qualities of a good retailer. The statement stated: *Financing is one among the qualities of a good retailer.* The correct response was *False*. In order to be a successful retailer one must possess various qualities such as, being a good buyer and know where to buy, being a good administrator and being honest when dealing with customer. The success of a retailer depends on a number of factors but the most important of all is his/her personal qualities. Those who wrote *True* failed to realize that financing is a function or service of a retailer to wholesaler by buying from them and pays them promptly also to customer as they extend credit facilities to the appropriate customers.

Item (ix) was intended to measure students' understanding on the production costs. The statement was: *If a total cost of producing 300 tons of maize is Tsh. 300,000/= and variable cost is 105,000/= then fixed cost is Tsh. 405,000/=.* The correct response was *False*. Students were supposed to know that Total Cost of Production is equal to the summation of Total Variable Cost and Total Fixed Cost. Therefore, to get the total amount of money incurred as Total Fixed Cost, the students were required to subtract Total Variable Cost from the Total Cost of Production. From the given item Total Fixed Cost was supposed to be Tsh. 195,000/= (Tsh. 300,000/= - Tsh. 105,000/=). The students with good arithmetic skills and computation of the production costs demonstrated good understanding of the item as they responded correctly unlike those with poor arithmetic skills who responded incorrectly.

In item (x), the statement was: *Self-employment enables entrepreneur to know customers' demand.* The correct response was *True*. The students who answered the item correctly understood the meaning of both self-employment and entrepreneurship. Self-employment refers to a situation whereby individuals and the government make efforts to provide cheap loans for starting businesses as a way of creating employment opportunities. An entrepreneur is a person who generates viable business ideas, evaluates them and establishes business ventures that offer products or services to consumers. Therefore, self-employment enables any entrepreneur to access consumers' demand. Other students who provided incorrect responses, failed to realize that self-employment enables entrepreneurs to know the extent of consumers' demand.

In part (b), item (i) aimed to test students' competences on the entrepreneur's function. The item was: *The entrepreneur's function in which he/she is required to assume all possible risks of the business is called.* The correct response was *Risks bearing*. The students were supposed to know that an entrepreneur helps in the production process by bearing all the risks and uncertainties of success or failure of the enterprise. Some responses from the students who incorrectly answered the item include: *insurance* and *warehousing*. These students failed to understand the demand of the question but also had partial knowledge of the risk bearing and uncertainties. Worse still, there are some students who did not answer this item at all.

Item (ii) required the students to give the correct name of the *Small scale retail business with fixed premises which is conducted by an individual selling different products from different producers*. The correct response was *Single shops*. The students who knew the main features of the small scale retailers and their types responded correctly since the most important factor for a small scale retailer is his/her personality. Some of the students mentioned the qualities of the small scale retailers and did not correctly answer the item tested while other students with incorrect responses copied some alternatives from the multiple choice items.

Item (iii) required the students to provide the name given to the human mental and physical effort used in producing goods and services. The correct response was *Labour*. The majority of the students completed the sentence with the correct response because, among the factors of production, man can work only as a worker or provide services to the other workers. However, some students incorrectly wrote *entrepreneur*. These students failed to differentiate a normal worker from the management. A worker is employed like the other factors of production and is paid a wage while a manager or an entrepreneur employs the other factors of production and is rewarded loss or profit after the payment of all the other factors of production. A few students wrote *capital* or *machines* which refer to all equipments which enable man to simplify work. Some students wrote the responses which did not even relate to the demands of the item e.g. *production* and *transportation*.

In item (iv), students were required to write the general name for *Human needs which are not necessary for human survival*. The correct response was *Luxury goods/Veblen goods/Goods for prestige*. The students who provided correct response were able to distinguish the human wants which are necessary and these are also referred to as basic wants such as food, water and shelter while luxurious human wants are those which a human being may easily go without them. These are wants which are not essential to life and failure to satisfy them does not necessarily result into death. Examples include cosmetics, rings, decorations, hair-doing styles, entertainments, etc. Some students provided inappropriate examples of the luxurious commodities such as cars and television. They failed to recall that cars are very important in taking sick people to hospital while televisions provide the necessary information such as how to get rid of the deadly diseases such as coronavirus.

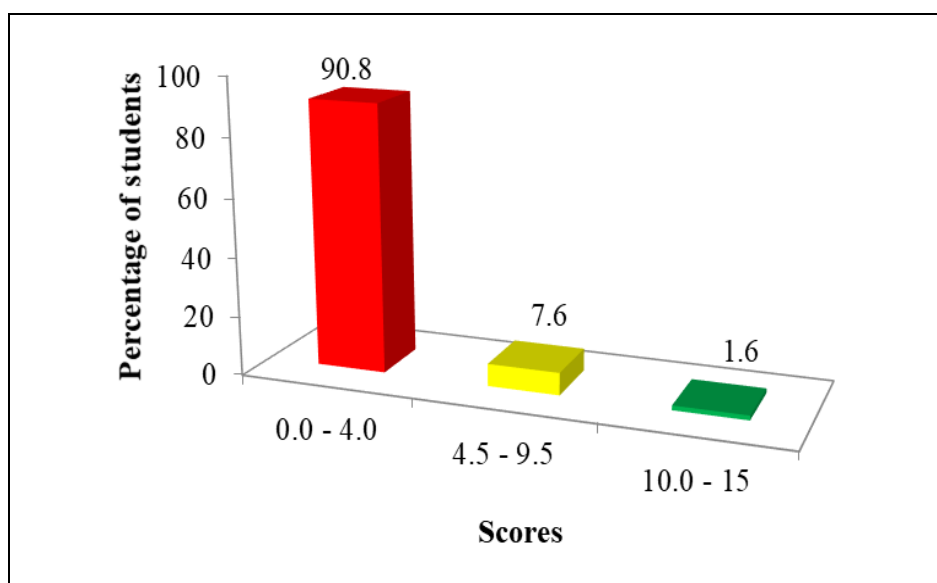
Item (v) was set to test students' competences on the elements of transportation. The students were required to identify the place where goods and people are loaded and off-loaded. The correct response was *terminal*. Students who provided correct response were able to differentiate the four elements of transport which are the way, the terminal, the unit of carriage and the method of propulsion. Terminal is a starting or ending point in the transportation process. It is where goods are loaded or offloaded, e.g. railway station, airports, bus-stands and ports. The students who failed to supply the correct response to the item had partial knowledge on the elements of transport. Most of them mentioned other elements of transport such as the way, the unit of carriage and method of propulsion which were contrary to the demand of the question. The extreme was some students copying some words from other questions for example, *tied shops, change in price* and *wholesaler*.

Further 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 item unanswered in this part.

## 2.4 Question 4: Entrepreneurship

The question required the students to explain briefly in five points the importance of motivation in entrepreneurship. It was set to test the students' competences on entrepreneurship particularly on motivation as a factor which determines the efficiency of the business organization.

All 78,994 (100%) attempted the question, of whom 71,744 (90.8%) scored from 0 to 4 marks, 5,984 (7.6%) scored from 4.5 to 9.5 marks and 1,266 (1.6%) scored from 10 to 15 marks. The general performance in this question was poor as 9.2% of all students scored from 4.5 to 15 allotted marks. Figure 4 summarises students' performance in question 4.



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

The (90.8%) students who performed poorly in this question had inadequate knowledge on the topic of entrepreneurship as their scores ranged from 0 to 4. Some of the students mentioned some points correctly but failed to provide correct explanation. There were some students who explained at least one point but failed to elaborate the point clearly due to the poor command of the English language.

Most of the students (60.1%) who scored 0 mark failed to grasp the task of the question. The incorrect responses observed from different samples of the students' responses proved that the students had misconceptions on the



demand of the question. Some of the students misconceived the question as they explained the importance of entrepreneurship in the economy such as: *it creates employment both directly and indirectly, it improves the peoples' standard of living by enabling them to earn income from employment and provision of good training grounds for future business managers and entrepreneurs who may thereafter initiate their own ventures* instead of the importance of motivation in entrepreneurship. Some of the students lacked knowledge of the basic concepts of motivation and entrepreneurship as they failed to explain the importance of motivation and, instead, they mentioned several examples of motivation such as: meals and transport allowances, discount given to the teachers who have children in the payment of school fees and accommodation allowance. The poorest responses are from students who copied some sentences from the objective question and provided them as answers while others left the question unanswered. Extract 4.1 is a sample of a poor response

4. Motivation is an important factor in determining the efficiency of the business organization. Briefly explain five importance of motivation in entrepreneurship.

(a) Land

(b) Labour

(c) Capital

(d) Entrepreneurship

**Extract 4.1** A sample of a poor response to question 4

In extract 4.1 the student misconceived the question as he/she mentioned the factors of production instead of explaining the importance of motivation in determining the efficiency of the business organization.

A total of 5,984 (7.6%) students had scores that ranged from 4.5 to 9.5 marks, which was average performance. These students were able to give the correct meaning of entrepreneurship and motivation. They also gave

relevant practical examples in their surroundings. However, some students provided the proper interactions between entrepreneurship and motivation at work but provided irrelevant examples which are contrary to their explanation. One of unrelated example was the fact that workers motivate entrepreneurs to use modern equipment such as computers instead of typewriters. Others gave the correct meaning of entrepreneurship but could not explain how motivation increases efficiency at work. Furthermore, some students' responses had a combination of correct and incorrect responses as they included some factors apart from motivation which tend to increase efficiency in production. The irrelevant factors included remuneration, provision of education and on job training and creation of a conducive environment for work. Furthermore, some students explained correctly with relevant examples but their points were less than five.

The students (1.6%) who performed well in this question were able to provide correctly the importance of motivation in entrepreneurship with relevant examples from their surroundings. The majority provided the correct examples which reflected their surroundings in organizations like private schools in Tanzania. The teachers who are highly motivated through incentives like accommodation, meal, health and transport allowances work hard and that is why the results of some of the private schools are better than other private schools in which there is a lower level of motivation in schools. Others gave the examples that workers' daily attendance and morale at work in those organizations where there is a higher level of motivation is good when compared to those with poor level of motivation.

Most of the students who scored high marks were able to differentiate the different ways used in various entrepreneurial activities to motivate workers and this enabled them to answer the item according to the task given. The students also defined entrepreneurship as the process of generating viable business ideas, evaluating them and establishing business ventures that offer products or services to consumers while motivation refers to the process of providing cash and non-cash incentives to workers. For example, some students explained correctly that motivation creates good human relationships between employers and their employees at the place of work and this in turn leads to increase in the total output. These students also managed to explain how efficiency at work increases with relevant examples. The variations observed from the students' scores

depended on the student's ability to give the meaning of entrepreneurship, explaining how motivation promotes efficiency in production using relevant examples in daily surroundings. Extract 4.2 is a sample of a student who responded correctly

Motivation is an important factor in determining the efficiency of the business organization. Briefly explain five importance of motivation in entrepreneurship.

(a) It leads to achievement of organization's goal. Through motivations among the workers an organization can achieve its goals since there is cooperation, commitment and disciplined that direct behaviours to aim and achieve that goal.

(b) It builds good relationships. Since there is cooperation and commitment in aim of achieving something, there will be less disputes, misunderstandings in course of promotion due to a team work spirit among employees and employers.

(c) Motivation builds personnel of an entrepreneur. An individual who is motivated to work hard and aim at achieving something is likely to have a peace of mind and a good personality hence developing personnel of an individual.

(d) Motivation puts human resources into action. By this I mean that people who are creative and innovative are motivated to start their own projects thus developing entrepreneurship. Human resources like innovations, ideas, skills.

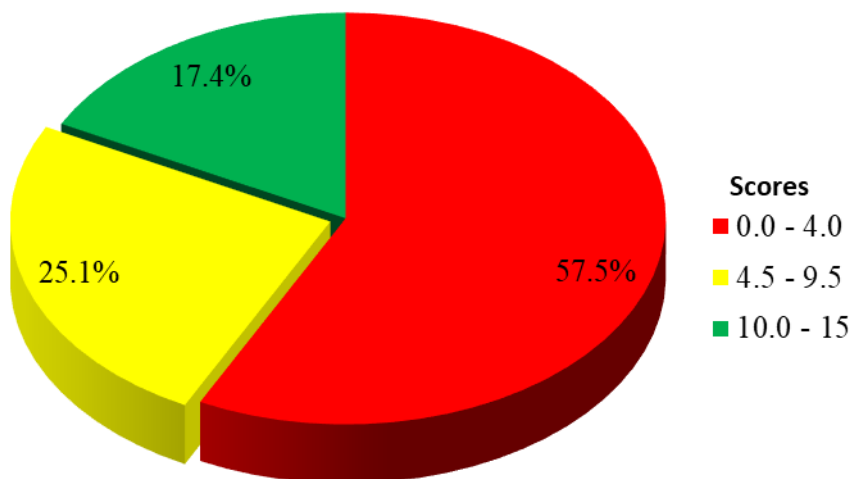
(e) Promotes efficiency among the workers. Through motivation workers get a spirit of working hard, cooperate together to solve different problems and committed to their duties thus creates confidence to workers.

**Extract.4.2:** A sample of a Good Response to Question 4

## 2.5 Question 5: Concepts in relation to Commerce

The question required the students to explain briefly the five given concepts in relation to commerce. It was set from the topics of Production, Entrepreneurship, Domestic Trade and Basics of Economics. The concepts

were: (a) Manufacturing industries, (b) An Entrepreneur, (c) Channel of distribution, (d) Shift in Demand curve, (e) Retailing and (f) Aids to trade. The question was attempted by all 78,998 (100%) students 45407 (57.5%) of whom scored from 0 to 4 marks, 19,883 (25.1%) scored from 4.5 to 9.5 marks and 13,708 (17.4%) scored from 10 to 15 marks. Data analysis showed that the students' performance in this question was average as 33,591 (42.5%) scored from 4.5 to 15 marks. This performance is summarized in Figure 5.



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

Figure 5 shows that the majority of the students performed poorly in this question as 57.5 percent of the students scored below 4 marks out of 15 allocated marks.

The students who scored low marks were 45,407 (57.5%). These students had inadequate knowledge on the concepts given in relation to commerce from various topics. Some students misunderstood the concepts and failed to provide the correct explanations while others interchanged the explanation for the concepts. There were some students who explained at least a single concept but failed to elaborate the points clearly due to the poor command of the English Language. The incorrect responses observed from different samples of students' responses proved that the students had also misconception on the demand of the question. The following are the misconceptions observed: some students explained the difference between the goods produced in the extractive industry and those produced in the

manufacturing industries while the question required them to provide explanations on the manufacturing industries. Some of them gave explanations on entrepreneurship and advantages of entrepreneurship, instead of giving explanations on the entrepreneur. Moreover, some others explained shift in the supply curve instead of the shift in the demand curve. Other students gave explanation on the meaning of the elements of transport instead of the channels of distribution. There are some students who did not attempt to explain any of the given concepts Extract 5.1 present a sample of a poor response.

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

(a) Manufacturing industries  
 is the industries of producers for goods and services of human need

(b) An entrepreneur  
 is the person who buys or sells to one loaded and off-loaded

(c) Channel of distribution  
 is the product of distribution when person to from goods is the direct channel of distribution occurs when consumers by goods direct from retailers.

(d) Shift in demand curve  
 is the production of consumers willing and ability to pay for a commodities for at a particular price of to given time.

(e) Retailing  
 is the person who selling to production of goods and services to human need.

(f) Aids to trade  
 is the types of trade to pay from the Commerces flow chart.

**Extract 5.1: A Sample of Incorrect Response to Question 5**

In extract 5.1 the student provided irrelevant explanation to each of the concepts he/she was required to provide.

On the other hand, 19,883 (25.1%) students whose scores ranged from 4.5 to 9.5 marks were able to provide correct explanation to some of the concepts given. Further, the analysis showed that some students in this category provided all the required explanation correctly to some of the concepts although they could not score full marks because some of them interchanged the explanations on one or two concepts. For example, one of the students explained clearly the four concepts but instead of explaining retailing process, he/she explained who is a retailer and instead of explaining Aids to trade, he/she explained the home trade which was contrary to the demands of the question. Other students in this category provided the qualities of the entrepreneur instead of the entrepreneur and the qualities of the retailer instead of the retailing process. This indicated that they had partial knowledge on most of the concepts given. 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 (17.4%) scored high marks ranging from 10 to 15 marks. These students understood the demand of the question and had knowledge of the concepts given. Most of the students provided proper explanations to four or five concepts out of the required six. Other students explained all six concepts but slight discrepancies were noted in their explanations. Some of the correct responses were as follows in parts: (a) *Manufacturing industries are those which deal with changing the form of raw materials into finished goods*, (b) *An entrepreneur is a person who undertakes and organize the production process*, (c) *Channel of distribution is the pass through which goods flow from the producer to the final consumer*, (d) *Shift in demand curve implies the reallocation of demand curve either to the left or to the right*, (e) *Retailing is a process of carrying out a retail business which involves buying in bulky and selling to the final consumers* and (f) *Aids to trade refers to all activities which facilitate trade*. However, variations of their scores resulted from individual ability of the students to clarify the concepts and the relevant examples provided. Extract 5.2 is a sample of a good response from one of the students.

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

(a) Manufacturing industries

These are types of industries that deal with the altering of the raw materials from the extractive industries into finished or semi-finished products. Example are cement making industries.

(b) An entrepreneur

is a person with the ability to see and evaluate business opportunities and being able to initiate actions to ensure success.

(c) Channel of distribution

is the sequence through which goods flow from the producer to the ultimate consumer.

(d) Shift in demand curve

is the movement of demand curve rightward or leftward due to change in demand that results from other factors than price.

(e) Retailing

is a business of buying goods in reasonable (large) quantities from the producer or wholesaler and selling them in small quantities to the consumers.

(f) Aids to trade

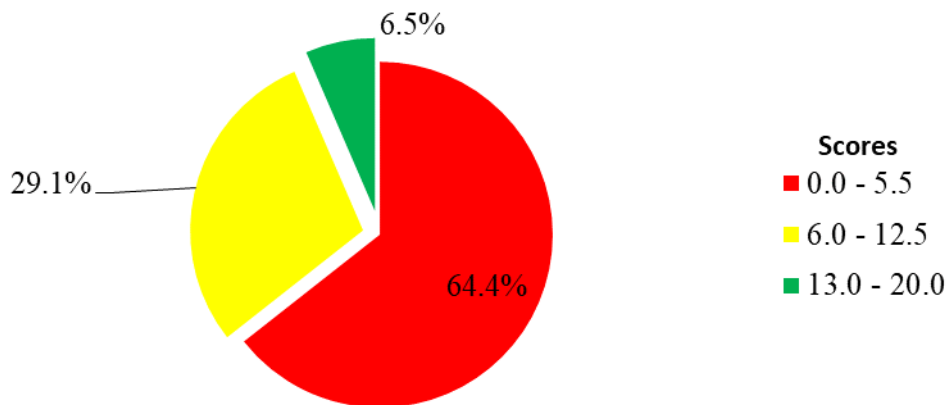
This refers to the services that help or aid the trading activities to be run smoothly. Examples are banking, insurance, transport and communication.

**Extract 5.2: A Sample of a Correct Response to Question 5**

## 2.6 Question 6: Warehousing Management

This question was composed from the topic of *Warehousing Management*. The students were required to use the given information to compute: (a) Business turnover, (b) Cost of goods sold, (c) Average stock and (d) Stock order point.

The question was attempted all 78,996 (100%) students, 50,876 (64.4%) of whom scored from 0 to 5.5 marks, which is a weak performance and among them 30,511 (38.6%) students scored 0. Moreover, 22,966 (29.1%) students scored from 6 to 12.5 marks, which is an average performance and only 5,154 (6.5%) scored from 13 to 20 marks, which is a good performance. The general students' performance in the question was average, since 28,120 (35.6%) 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 6*

The analysis shows that a total of 5,154 (6.5%) students performed well in this question indicating their sufficient knowledge on the computations of stock administration. Majority of them had good arithmetic skills in solving business calculations, hence they were able to use the proper formulae and data given. The students were also able to interpret and use the numerical information obtained. They successfully used the formulae to compute (a) Business turnover, which is Sales - Returns inward; (b) Cost of goods sold, which is Cost of goods available for sale - Closing stock; (c) Average



stock, which is  $\text{Opening stock} + \text{Closing stock} / 2$ ; (d) Stock order point, which is  $(\text{Daily sales} \times \text{delivery time}) + \text{Minimum stock level}$ , and (e) Stock turn rate, which is  $\text{Cost of goods sold} / \text{Average stock}$  (in two decimal places). Among them some students computed all the five items correctly. Others were good in calculation but could not get the accurate answers for all the items. The analysis shows that students' scores differed in respect with competence and accuracy in the computations of the five items given as well as the responses provided by individual students. Extract 6.1 is a sample of a good response.

6. The following information was extracted from the books of Ms. Chapakazi's shop for the year ending 31<sup>st</sup> December 2018. All transactions were recorded in Tanzania shilling.

Stock at 1/1/2018	230,000/=
Purchases	1,150,000/=
Carriage inwards	3,000/=
Sales	2,000,000/=
Purchases returns	180,000/=
Stock at 31/12/2018	300,000/=
Minimum stock level	2,000 kg of rice
Sales returns	150,000/=
The rice daily sales	100 kg
The delivery time for the rice ordered	12 days

Use the given information to compute the following:

- (a) Business turnover

$$\begin{aligned}
 \text{Turnover} &= \frac{\text{Sales} - \text{Returns inwards}}{\text{Cost of goods sold}} \\
 &= \frac{2,000,000 - 150,000}{1,850,000} \\
 &= 1,850,000 / =
 \end{aligned}$$

$$\therefore \text{Business Turnover is } 1,850,000 / =$$

(b) Cost of goods sold

solution

$$\begin{aligned}\text{Cost of goods sold} &= \text{Cost of goods available for sale} - \text{Closing stock} \\ &= (\text{Opening stock} + \text{Purchases} + \text{Carriage} - \text{Return outwards}) - \text{Closing stock}\end{aligned}$$

$$\begin{aligned}\text{Cost of goods sold} &= (230,000 + 1,150,000 + 3000 - 180,000) - 300,000 \\ &= 1,203,000 - 300,000 \\ &= 903,000 \text{ /-}\end{aligned}$$

∴ Cost of goods sold is 903,000 /-

(c) Average stock

solution

$$\text{Average stock} = \frac{\text{Opening stock} + \text{Closing stock}}{2}$$

$$\text{Average stock} = \frac{230,000 + 300,000}{2}$$

$$\text{Average stock} = 265,000 \text{ /-}$$

∴ Average stock = 265,000 /-

(d) Stock order point

solution

$$\text{Reorder level} = (\text{Daily sales} \times \text{Lead time}) + \text{Minimum stock}$$

$$= (100 \text{ kg} \times 12 \text{ days}) + 2000 \text{ kg}$$

$$= 1200 \text{ kg} + 2000 \text{ kg}$$

$$= 3200 \text{ kg}$$

∴ The stock order point is 3200 kg

**Extract 6.1 A Sample of a Good Response to Question 6**

Furthermore, students who performed moderately were 22,966 (29.1%). Their scores ranged from 4.5 to 9.5 marks. These students were able to use the proper formulae and compute successfully two or three items only. Some of them managed to compute average stock and stock order point which seemed to be simple to calculate when compared to other items. Likewise, the analysis showed that some students in this category used the proper formulae and correctly computed all four items but failed to score full marks because they failed to interpret the numerical information obtained hence failed to provide the correct answers. Other students in part (a) misinterpreted the term *business turnover* as they failed to associate the term *turnover* with *sales*. In part(b), some of the students in this category found difficulties in computing the *cost of goods* according to the demands of the item, since they did not add cost of carriage and subtract purchases returns to purchases figure in order to get cost of the goods sold. This indicated that they had partial knowledge of most of the concepts given in calculations. In addition, arithmetic and computations skills in stock administration were noted as an obstacle to students.

The students who scored low marks were 50,876 (64.4%). They were unable to compute numerical problems in stock administration and had poor arithmetic skills. Others failed to adhere to the important steps and mathematical procedures to reach the required solutions. Most of them failed to grasp the demand of the question and their responses showed that they had misconception on the demand of the question as they lacked knowledge on computation of stock administration. Some knew the required formulae but they failed to use them to solve the question. Several students failed even to study the data given and work on it to solve the problems. However, some of the students in this category managed to solve at least one out of the four items in the question. Others failed to solve even a single item because either they used a wrong formula in calculation or they confused the formulae. For example, one student used the formula for calculating cost of goods sold to calculate stock order point. Similarly, some of the students wrote different commercial terms instead of solving the items. Extract 6.2 presents a sample of a poor response.

6. The following information was extracted from the books of Ms. Chapakazi's shop for the year ending 31<sup>st</sup> December 2018. All transactions were recorded in Tanzania shilling.

Stock at 1/1/2018	230,000/=
Purchases	1,150,000/=
Carriage inwards	3,000/=
Sales	2,000,000/=
Purchases returns	180,000/=
Stock at 31/12/2018	300,000/=
Minimum stock level	2,000 kg of rice
Sales returns	150,000/=
The rice daily sales	100 kg
The delivery time for the rice ordered	12 days

Use the given information to compute the following:

- (a) Business turnover

maximum stock level - ~~100~~ the rice daily sales  
 Data given  
 minimum stock level = 2000 kg of rice  
 rice daily sales =  $\frac{2,000,000}{1900}$   
 = 1900 kg for rice

- (b) Cost of goods sold

Cost = opening stock - purchases  
 Data given  
 purchases = 1,150,000  
 opening stock =  $\frac{1,020,000}{1900}$   
 = 1020,000

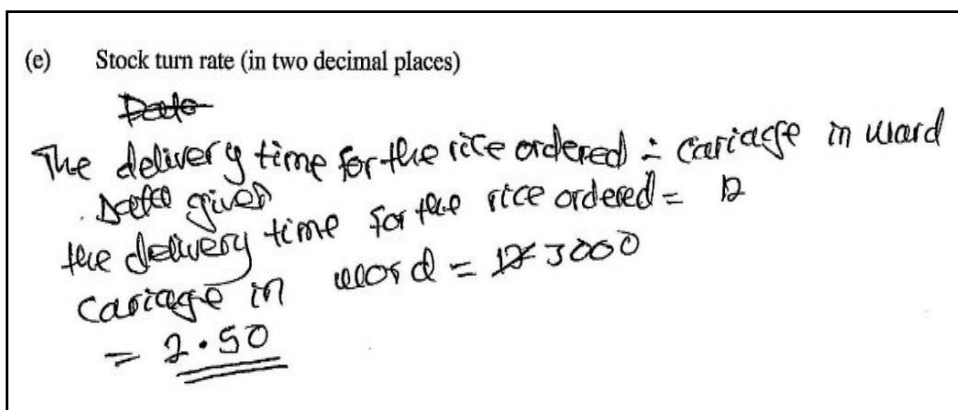
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- (c) Average stock

Data given  
 opening stock - sales  
 230,000 - 2,000,000  
177,000

- (d) Stock order point

Sales + sales return  
 Data given  
 Sales = 2,000,000  
 sales return =  $\frac{180,000}{1820,000}$   
 = 1820,000



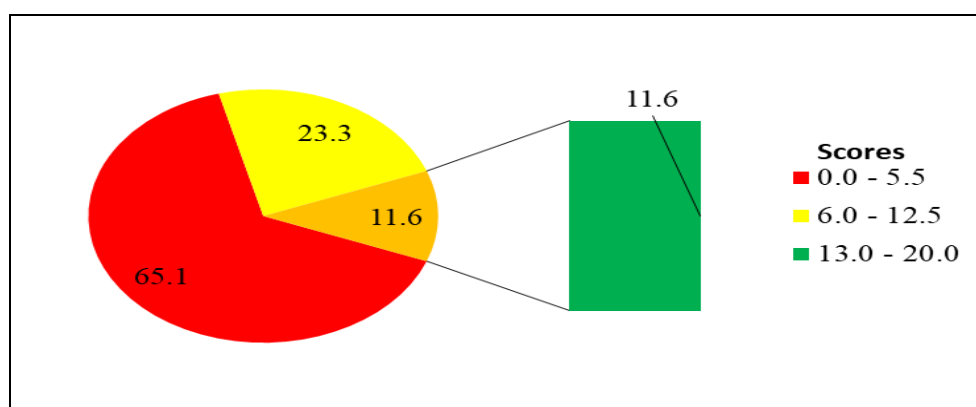
**Extract 6.2:** A Sample of a Poor Response to Question 6

The student used inappropriate formulae to calculate the items and failed to respond correctly.

## 2.7 Question 7: Domestic Trade

The question was set from the topic of *Domestic Trade*. It required the students to analyse six functions performed by a retailer to consumers.

The question was attempted all 78,969 (100%) students of whom 51,412 (65.1%) scored from 0 to 5.5 marks, 18,415 (23.3%) scored from 6 to 12.5 marks and 9,142 (11.6%) scored from 13 to 20 marks. The overall students' performance in this question was average since 27,557 (34.9%) 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 this question 7.



**Figure 7:** The Percentage of Students' Performance in Question 7.

A total of 9,142 (11.6%) students scored high marks (13 -20) as they were able to analyse the functions performed by a retailer to consumers. The students had a sufficient knowledge on retail trade as they analysed all the important functions of a retailer. The majority started their essay by introduction in which they defined a retailer as a trader who sells goods to the final consumers. These students observed the essay writing procedures. The students demonstrated their competence in analyzing the functions of a retailer to consumers by explaining that a retailer is widening consumers' choice and improve their standard of living by selling a variety of goods to them, displays the goods in his shop in order to allow the customers to select the most suitable one they prefer and they can afford to buy, provides storage facilities to enable consumers make purchases at any time they want, provide after sale services to their customers especially to those who buy equipments like television and other electronic equipments. The variation in the marks among the students in this category is caused by the individual ability in analyzing the functions and the relevant explanations as well as examples provided. Extract 7.1 shows a sample of a good response.

07. FUNCTIONS PERFORMED BY A RETAILER TO CONSUMERS

Retailer is a person who buys goods in large quantities and selling them to small quantities to small quantities from producers to consumers. The retailer performs many functions. The following are function of retailer to a consumer.

Breaking of bulk; A retailer has to buy good from producers or manufacturers in large quantities (bulk) and he/she has to break the bulk by selling these good in small quantities to the consumers therefore through this the retailer always break the bulk for the consumer to buy goods.

Availing of goods to consumer; This is whereby a retailer has to avail the goods that he/she has in the firm/business to let the consumer know

what is needed or what is present to the retailer for them to purchase or buy from them after they know their quality and quantity.

Information; This is also one of the function of retailer to consumer whereby a retailer seeks for information from the consumer on types of goods needed or about how to get the goods when they are in his hands therefore the retailer has to seek for information.

Transport goods to consumer; a retailer also can transport good to consumer a right place and right time after getting transport facilities and information about where the consumer is found or living then the retailer has to transport for them.

Offer credit facilities; A retailer also can offer credit facilities to consumer who are trust worthy who do not steal for whatever they buy and make transaction later and the retailer has to trust the consumer also the consumer has to pay the money without disturbances.

Offering advice to the consumer; A retailer also can offer advice to consumer by telling the consumer the quality of goods that he/she has to take and the effects also may advise the consumer how to seek for goods with high quality and in low prices.

Conclusively; retailers have many functions offered to different people such as wholesaler, manufacturer. Also a good retailer has to have the following qualities he must be honest, a good buyer, he must keep time, and also be displayer.

A total of 18,415 (23.3%) students performed moderately as their scores ranged from 6 to 12.5 marks. The analysis showed that most of these students were able to mention and analyse partially all the functions performed by the retailer or provided all the required points but unsupported by the relevant examples. Some students successfully analysed three to four functions performed by the retailer to consumers. Some mixed up the functions performed by the retailer and the qualities of the retailer. For example, one of them analysed correctly three functions performed by a retailer and three qualities of person to qualify to be a good retailer. Other students did not put their responses in the essay form which include introduction, the main body and a conclusion. However, the students in this category scored some marks but failed to score full marks. Similarly, the variations of the marks in this group depended on the student's individual ability to analyse the functions performed by the retailer, to put their points in essay form as the question demands and to provide relevant examples to support their points.

On the other hand, the students who performed poorly were 51,412 (65.1%). Their marks ranged from 0 to 5.5. Out of 51,412 (65.1%) students 29,741 (37.7%) scored 0 marks. Some of these students provided correct points without analyzing them or providing any relevant example to support them. They had poor English grammar. There were also some students who misconceived the demand of the question and lacked knowledge on retailing. They explained the advantages of a good retailer instead of analyzing the functions performed by a retailer. For example, one of the students explained: *when retailing advertisement expenses are covered by the manufacturer, retailers get technical advice from the manufacturer, they get loyal customers who keep buying their branded products, self-service saves the customer's time, customers can return or change faulty goods at any of the shops*. Some of them explained the classification of retailers into large scale like the supermarkets and small scale retailers like Grocery or those run by roadside sellers (Machingas) but all these were contrary to the demand of the question. The responses from other students were about the functions of the wholesalers to retailers since the wholesalers help retailers e.g.: *promote products through advertising, displays, trade fairs and exhibitions, they assist by transporting goods from their warehouse to the retailers' shops, retailer can obtain all the goods*



they need from one wholesaler. Extract 7.2 shows a sample of poor response.

Analyse six functions performed by a retailer to consumers.

**FUNCTIONS PERFORMED BY A RETAILER.**

A retailer is a person who performs retail trade to the final consumer. the following are the ways performed by a retailer:

To be a good buyer - A good retailer must be a good buyer because retail trade is the process of buying goods from manufacture in large quantities and sell them to the retailer in small quantity. therefore without buying, cannot accomplish her work.

He or she must be honest: A good retailer should be honest because if you do not have honest many people run far away your business because you are not honest so honest make a retailer to perform his/her work.

He or she must be polite: A good retailer must be polite because the polite makes people be happy with you in order to have a good business that he/she people do not run his/her business so a good retailer should be polite.

**Extract 7.2** A Sample of a Poor Response to Question 7

In extract 7.2 the student failed to analyse functions performed by a retailer and he/she explained the qualities of a retailer.

### 3.0 PERFORMANCE OF STUDENTS IN EACH TOPIC

The Form Two National Assessment (FTNA), 2020 Commerce subject had seven (7) questions tested from seven topics covered in form one and two syllabus. The topics were *Commerce basics, Domestic Trade, Production, Economics basics, Entrepreneurship, Warehousing Management and Transportation*. The report analysis shows that only one topic *Entrepreneurship* tested in question 4 had poor performance.

Two questions (1 and 3) that were set from different topics had good performance. The students performed well in multiple choice items, True/False and Completion of items. The analysis shows that students' performance in question 1 (multiple choice items) was good as 76.3% of the students scored from 3 to 10 marks. Question 3 (True/False and Completion of items) had a good performance since 73.1% of the students scored from 4.5 to 15 marks. Furthermore, the analysis shows that a good performance was due to students' ability to master various concepts

assessed in those topics, good numerical and arithmetic skills, good essay writing skills, proficiency in English language and clear understanding of the task of the question.

On the contrary, four questions from the topics of *Warehousing Management*, *Entrepreneurship*, *Production*, *Domestic Trade* and *Economics Basics* had average performance. In question 2 from the topic of *Warehousing Management* 46.3% of the students scored from 2 to 5 marks and question 5 from the topics of *Production*, *Entrepreneurship*, *Domestic Trade* and *Economics Basics* 42.5% of the students scored from 4.5 to 15 marks. Likewise, question 6 from the topic of *Warehousing Management* had an average performance because 35.6% of the students scored from 6 to 20 marks while question 7 from the topic of *Domestic Trade* had an average performance because 34.9% of the students who scored from 6 to 20 marks.

The report shows that only one question (question 4) from the topic of *Entrepreneurship* had poor performance since only 9.2% of the students were able to score an average of 30% and above of the marks allocated to the question. The main reasons for the poor performance were misconception or misunderstanding of the concepts tested, inadequate knowledge on the topic of Entrepreneurship, failure to identify the task of the question, poor command of English language and failure to follow the instructions of the question.

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 students' performance in Commerce subject FTNA 2020 is generally average as 42,715 (54.17%) students passed. The topic that was mostly problematic to students was Entrepreneurship. However, comparative analysis of statistics indicates a downward trend in students' performance in FTNA 2019 to 2020. In 2020 the students' performance declined by 9.9 percent. This is not a healthy development which calls for immediate attention by all stakeholders. The students who performed well were able to

identify the tasks of the question, had competence in the concepts and topics tested, good arithmetic skills, good essay writing skills, proficiency in English language as well as the ability to identify the task of the question. The students with average performance were able to identify the demands of the questions but they had partial knowledge on the concepts, topics tested and arithmetic skills. They also had partial mastery of English Language which made them misunderstand the questions and fail to provide correct explanations and relevant examples to some points mentioned. Similarly, the students with poor performance lacked knowledge on the topics and concepts tested, inability to identify the task of the question, poor essay writing skills, poor arithmetic skills and misconception of the questions due to poor mastery of English Language.

#### **4.2 Recommendations**

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

- (a) Teachers should use participatory teaching methods and put more efforts in teaching their students in addressing concepts used in entrepreneurship as a topic, computation and numerical skills as well as using guest-speaker and study tours in particular to address practical entrepreneurial problems.
- (b) Teachers should guide students by making groups in class and give them assignments on practical entrepreneurial activities both in the rural areas and urban marketing centres for presentation from different topics which involve practical, mathematical and theoretical skills as well as enabling students in leading the discussion on the presentations.
- (c) Students should be guided on how to write essay questions and identifying the task of the question by being given as many exercises as possible. This will also help the students to improve not only English language proficiency but also essay writing skills.

**Summary of Students' Performance per Topic**

S/N	Topic	Question Number	Percentage of Students who Scored an Average of 30% or Above	Remarks
1	Warehousing Management, Commerce Basics, Economics Basics, Entrepreneurship, Domestic Trade, Transportation and Production,	1	76.3	Good
2	Transportation, Entrepreneurship, Warehousing Management, Domestic Trade, Commerce Basics, Production and Economics Basics,	3	73.1	Good
3	Production, Entrepreneurship, Domestic Trade, Economics Basics and Retail Trade.	5	42.5	Average
4	Warehousing Management	2&6	40.95	Average
5	Retail Trade	7	34.9	Average
6	Entrepreneurship	4	9.2	Poor

