



*Let the mind manage the body
Que l'esprit gère le corps*

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2025
GRADE 9**

**BUSINESS & ENTREPRENEURSHIP
EDUCATION**

Subject code: N560

BUSINESS & ENTREPRENEURSHIP EDUCATION (BEE)

The Business & Entrepreneurship Education (BEE) curriculum comprises three distinct but interrelated subjects namely Business & Enterprise, Economics and Accounting.

The NCE- BEE 2025 paper is based on the Teaching and Learning Syllabus Grades 7 – 9 of the MIE¹. The assessment paper was solely based on the content of the Grade 9 syllabus as stipulated in the assessment documents and guidelines.

Candidates were assessed according to **four assessment objectives (AOs)**. Approximately 50% of the marks on the paper are for demonstrating knowledge and understanding (AO1), 20% for application of knowledge (AO2), 20% for analysis (AO3) and 10 % for evaluation (AO4).

Under **AO1 (Knowledge and Understanding)**, candidates were expected to demonstrate knowledge and understanding regarding:

- Entrepreneurship / Business / Economics / Accounting terms, facts, concepts, words, conventions, skills, terminology and definitions;
- business management skills and functions.

Under **AO2 (Application of Knowledge)**, candidates were expected to demonstrate their ability to:

- apply their knowledge and understanding of facts, terms, concepts and techniques with respect to a particular individual, enterprise or business and country.

Under **AO3 (Analysis)**, candidates were expected to demonstrate their ability to:

- analyse the key factors that cause the success/failure of an enterprise;
- order, analyse and interpret information in narrative, numerical and graphical forms using appropriate techniques;
- distinguish between evidence and opinion in a business/enterprise context;
- analyse data and information.

Under **AO4 (Evaluation)**, candidates were expected to demonstrate their ability to:

- use their knowledge and skills to evaluate situations and problems related to a particular individual, business/enterprise or country;
- present reasoned explanations and understand the implications of business decisions;
- solve problems, make judgements and decisions.

¹ Mauritius Institute of Education

The NCE Examiners' report for Grade 9 BEE offers valuable feedback on the performance of candidates and is meant to guide future candidates in their preparation for the NCE assessment.

This report should be read in conjunction with the published question paper for the assessment available on the MES website.

PAPER OVERVIEW

The BEE paper has 2 sections; **Section A** (Business/ Enterprise/Economics presented in an integrated manner) and **Section B** (Accounting as a stand-alone subject).

Section A comprises 5 questions and Section B comprises 3 questions with sub-parts presented in a graded fashion in terms of difficulty level. The paper consists of a range of different types of questions which includes multiple choice items (MCQs), matching, fill-in-the-blanks, short answer and open-ended questions based on contextualised case scenarios, as shown in **Table 1**.

Table 1

Question	Type of Question	Marks Allocated
Section A: Business/Enterprise/Economics (65 marks)		
1	MCQs, Fill-in-the-blanks & Matching	23
2	Completing the table, Use of Savings and Advantages & Disadvantages	7
3	Pictorial & Open-ended questions based on a mini case scenario – T Bakery	12
4	Short answer and open-ended questions based on a mini case scenario – Selling of candles by Mariella	12
5	Short answer and open-ended questions based on a mini case scenario – Making and Selling of bracelets by Shanara	11
Section B: Accounting (35 marks)		
6	MCQs, matching, fill-in-the-blanks & complete table with 'Accounts to be debited and Accounts to be credited'	18
7	Open-ended question/ Prepare Bank Account and balancing it off, posting appropriate items to a Sales Account	7
8	A Trial Balance to fill in/ Open-ended questions	10

Candidates were allowed to use calculators for BEE.

KEY MESSAGES

SECTION A: BUSINESS / ENTERPRISE / ECONOMICS

- A large proportion of candidates appeared well prepared for Section A, with Questions 1 and 2 being generally well attempted by the majority.
- Question 3 was moderately well attempted. However, parts 3(d) and 3(e) proved challenging for many candidates. In addition, part 3(c), which focused on the features of the communication process, was misunderstood by a number of candidates.
- Several candidates experienced difficulties with the open-ended components of Questions 4(d), 4(e), and 5(d)(iii). Confusion was also evident in responses to Question 4(b), which assessed knowledge of the functions and responsibilities of an entrepreneur, and Question 5(d)(ii), relating to the users and uses of a business plan. While some candidates demonstrated a sound understanding of BEE concepts by effectively applying their knowledge to the mini case scenarios in Questions 4 and 5, a significant number relied heavily on textbook definitions or reproduced wording from the case studies, indicating limited engagement with the specific requirements of the questions.
- For open-ended questions, candidates should be encouraged to develop their application skills in order to attain higher marks. In particular, in Questions 4 and 5, candidates are required to relate their responses to the specific enterprise, entrepreneur, or country presented in the mini case scenarios.

SECTION B: ACCOUNTING

- The part-question 6D requiring candidates to state which account should be debited and which account should be credited proved challenging for many.
- Candidates demonstrated limited knowledge of how to correctly post entries in the Bank account. A significant number were also unable to correctly balance the Bank account, resulting in loss of marks.
- A general weakness in understanding the principle of double-entry was evident among many candidates.
- There was also a lack of understanding of both the definition and the advantages of a Trial Balance.
- Despite some items being provided in the Trial Balance, many candidates were unable to complete the missing entries, indicating a weak grasp of the topic.

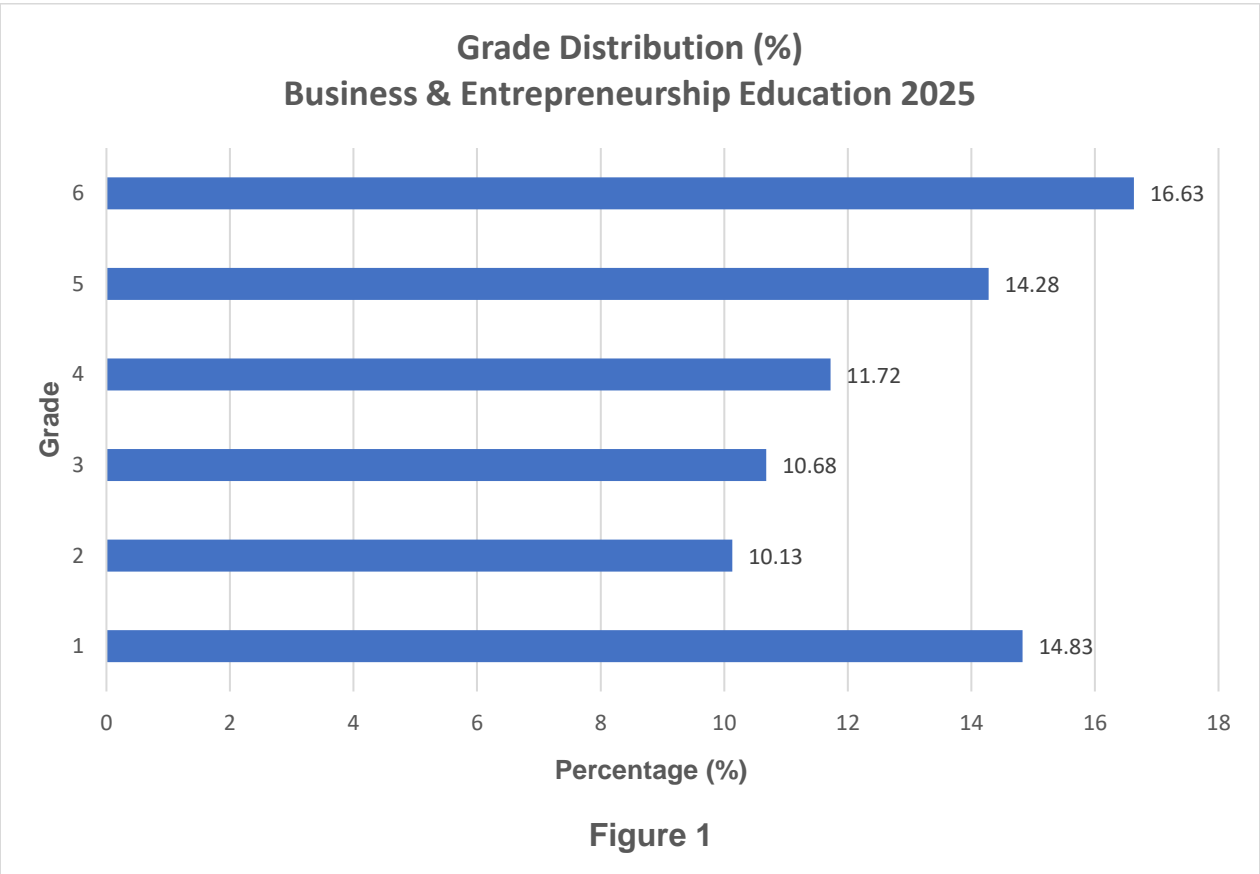
OVERALL

- Language appears to be a barrier for some candidates when attempting open-ended questions. A number of responses were ambiguous, making it difficult for Examiners to interpret the intended meaning. In addition, a few candidates provided answers in Creole or French instead of the required language of assessment.
- Candidates need to develop a clear understanding of command words used in open-ended questions, particularly the distinction between terms such as “state” and “explain”.
- It is essential for candidates to read questions carefully, as marks are often lost due to misinterpretation or failure to fully understand the requirements of the question.
- More practice in answering multiple-choice questions is recommended. Candidates should also be guided on effective techniques and strategies for approaching such questions.

GENERAL COMMENTS

In 2025, the fifth edition of the National Certificate of Education (NCE) assessment was administered.

The performance of candidates for the 2025 NCE assessment in BEE is satisfactory with an overall pass rate of 78.27 %. 11275 candidates out of 14406 who were assessed for BEE in 2025 obtained Grade 6 or better in the subject. The grade wise performance of candidates for BEE is shown in **Figure 1**.



SECTION A
BUSINESS, ENTERPRISE & ECONOMICS

Question 1A- Multiple Choice Questions

Question 1A consists of 10 multiple choice questions which ensured a broad coverage of **Units 1 to 9** of the syllabus.

<i>Item Number</i>	<i>Key</i>	<i>Most common incorrect choice</i>
1	A	B
2	B	C
3	B	C
4	B	A
5	A	D
6	D	A
7	C	D
8	B	A
9	A	B
10	A	D

Most candidates attempted the multiple-choice questions. Items 3, 4, 7 and 8 were found to be relatively straightforward, as reflected by the high number of correct responses, demonstrating that candidates generally understood the concepts being assessed. However, Items 6 and 9 proved to be more challenging, indicating that some candidates experienced difficulties in understanding the concepts or may have misinterpreted the questions.

Comments on specific items for Question 1A

Item 1 was a knowledge-based question related to the document required to start a company. It was correctly answered by 52.5% of the candidates, indicating a moderate level of understanding.

1. Which document is required for a company to start its activities?
- A** Certificate of Incorporation
 - B** Companies Act
 - C** Memorandum of Association
 - D** Share Certificate

Approximately 25% of the candidates chose option B, 'Companies Act', instead of the correct answer A, 'Certificate of Incorporation'. This indicates that some candidates were confused by the term 'company' in the question stem.

Item 2, which was a knowledge-based question on the 'elements of marketing', was fairly well attempted, with about 61% of the candidates providing the correct response.

2. Which of the following is one of the four elements of marketing?
- A** People
 - B** Price
 - C** Profit
 - D** Production

Many candidates correctly selected option B, 'Price'. However, option C, 'Profit', was the most common incorrect choice, selected by approximately 17% of the candidates. This suggests that some candidates may have confused 'profit' with 'promotion'.

Item 3 was a knowledge-based question on identifying an example of internal communication.

3. Which of the following is an example of **internal communication** in an organisation?
- A Face to face meeting between the manager and the bank
 - B Face to face meeting between the manager and the employees
 - C Sending an email to consumers
 - D Sending a fax to suppliers

A majority of candidates (73.6%) correctly selected option B. However, option C proved to be the main distractor, being chosen by nearly 14% of the candidates. This may be attributed to the perception that emails are commonly used within an organisation, leading to some confusion.

Item 4 was a knowledge-based question pertaining to forms of business organisation.

4. Which form of business organisation needs to buy a license to run its activities?
- A Cooperative
 - B Franchise
 - C Partnership
 - D Sole Trading

This item was relatively well attempted, with 73% of the candidates correctly selecting option B, 'Franchise'. However, about 11% of the candidates opted for option D 'Sole Trading', suggesting some confusion between the two forms of business organisation.

Item 5 was a knowledge-based question pertaining to the functions of money.

5. Which function of money enables trade to take place?
- A** Money is a medium of exchange.
 - B** Money is a store of value.
 - C** Money is a standard of deferred payment.
 - D** Money is a unit of account.

About 65% of the candidates answered correctly. Option C was the most commonly selected incorrect response (17.2%), suggesting that some candidates confused trading with payment.

Item 6 focused on the role of the government as a business stakeholder. It was correctly answered by about 49% of the candidates, who selected option D, demonstrating a reasonable understanding of the government's involvement in business activities.

6. What is the role of the Government as a business stakeholder?
- A** It sets up the enterprise and invests capital.
 - B** It provides raw materials and supplies to the enterprise.
 - C** It consumes the goods and services of the enterprise.
 - D** It regulates and monitors the operation of the enterprise.

However, approximately 20% of the candidates chose option A, 'It sets up the enterprise and invests capital', indicating that they confused the government's role in providing grants and subsidies with actually establishing or funding the business directly.

Item 7 tested candidates' understanding of sales promotion.

7. Which of the following refers to **sales promotion**?
- A** Attracting consumers on social media to buy a product
 - B** Contacting customers directly
 - C** Reducing price to increase sales
 - D** Using free publicity to improve sales

This item was correctly answered by nearly 80% of the candidate population who opted for the key C 'Reducing price to increase sales'. However, a handful of candidates chose Option A, which demonstrated a confusion between sales promotion and advertising strategies.

Item 8 was a direct knowledge-based question on the concept of import.

8. What is **import**?
- A** The sale of goods and services to foreign countries
 - B** The purchase of goods and services from foreign countries
 - C** The trade within a country
 - D** The production of goods and services

It was well answered by nearly three-quarters of the cohort, who correctly selected Option B – 'The purchase of goods and services from foreign countries'. However, some candidates (13%) opted for Option A – 'The sale of goods and services to foreign countries', suggesting confusion between import and export.

Item 9 assessed candidates' understanding of operational risk.

9. Which of the following is an operational risk?
- A** Poor day to day running of a business
 - B** Poor objectives set for a business
 - C** Poor adherence to laws and regulations
 - D** Poor management of a business finance

It was correctly answered by 42.8% of candidates, who selected Option A – 'Poor day-to-day running of a business'. About 27% of candidates chose Option D – 'Poor management of business finances', indicating some confusion between operational risk and financial risk.

Item 10 was a knowledge-based question on disposable income.

10. What is disposable income?
- A** Income available for spending after taxes are paid
 - B** Income paid to the government
 - C** Income that is kept for future use
 - D** Income available before taxes are paid

It was satisfactorily answered by about 59% of candidates, who correctly identified Option A – 'Income available for spending after taxes are paid'. The most common distractor was Option D – 'Income available before taxes are paid', chosen by 14.6% of candidates, suggesting confusion between income before and after-tax deductions.

Question 1B- Fill in the blanks

This fill-in-the-blanks question required candidates to select the correct terms from those given in brackets. It was generally well answered, with many candidates achieving more than 50% of the total marks. Items 1, 2, 3, and 5 were particularly well attempted, indicating a solid understanding of the concepts. Item 4 proved slightly more challenging, suggesting some misunderstanding of the relationship between price changes and movements along the supply curve. Nevertheless, nearly 61% of candidates scored full marks for the question, reflecting overall satisfactory performance.

Item 1 was a basic knowledge-based question on the functions of an entrepreneur. It was generally well attempted, with more than 75% of candidates answering correctly.

1. involves employing workers to perform tasks in an enterprise. (Controlling, Staffing)

Item 2 required candidates to identify the type of trade described as occurring “within the country itself”. While most candidates answered correctly, about 22% chose the wrong option, indicating some confusion between home trade and international trade, possibly due to misunderstanding the terms “within” and “between”.

2. Trade within the country itself is known as (home trade, international trade)

Item 3 required candidates to identify those who supply raw materials to an enterprise. About 87% of candidates correctly selected ‘suppliers’, showing a clear understanding of the role of suppliers in providing the inputs needed for business operations.

3. The role of the is to provide raw materials to an enterprise. (consumers, suppliers)

Item 4 required candidates to identify the price change that would cause a downward movement along the supply curve. About 39% of candidates selected the wrong option, indicating confusion between a rise and a fall in price. This may also indicate that some candidates mixed up supply and demand concepts, making it difficult for them to answer correctly.

4. A in the price of a product would cause a downward movement along the supply curve. **(fall, rise)**

Item 5 required candidates to identify a person to whom dividend is paid out of a company's profit. About 87% of candidates answered correctly, demonstrating a clear understanding of the relationship between profit and shareholders. Being a straightforward knowledge-based question, it was one of the most well-attempted items in Question 1B.

5. A is a person to whom dividend is paid out of a company's profit. **(seller, shareholder)**

Question 1C – Matching

This question was generally well handled by candidates, with most demonstrating a satisfactory understanding of the concepts involved. Nearly 86% of candidates scored at least 4 out of 8 marks allocated to Question 1C. Performance varied across the two matching components. Part 1C(i) was better attempted, with about 55% of candidates scoring full marks, while Part 1C(ii) proved slightly more challenging, with only about 49% of candidates achieving full marks.

Part 1C (i)

This part of the question required candidates to match given descriptions to specific business-related terms drawn from multiple syllabus topics. About 86% of candidates scored at least 2 out of 4 marks. Approximately 14% of the cohort found it difficult to relate the descriptions to the correct terminology. The presence of a distractor added to the challenge, particularly in Item 4, where about 35% of candidates were uncertain whether to select Option C – Articles of Association (the correct answer, specifying the internal rules of a company) or Option D – Memorandum of Association. This suggests that some candidates struggled to distinguish between these key documents involved in company formation.

	Description
1	An institution established by the government to control the financial activities of a country
2	A business organisation which is owned and run jointly by its members, who share the profits or benefits
3	Where demand and supply curves meet
4	A document that specifies the internal rules of a company

	Term
A	Cooperative
B	Central Bank
C	Articles of Association
D	Memorandum of Association
E	Equilibrium point

Part 1C (ii)

This part of the question was less well attempted than Part (i), with only about 49% of candidates scoring full marks. Most candidates demonstrated a reasonable understanding of the concepts. However, Item 4 proved challenging, with nearly 40% of candidates failing to score any marks. Despite this, the majority of responses reflected a sound grasp of the concepts.

	Description
1	A person who puts money into a business
2	Setting the price to similar products in the market
3	A person who organises and runs a business
4	Setting low prices to attract customers when starting a business

	Term
A	Penetration Pricing
B	Investor
C	Premium Pricing
D	Manager
E	Competitive Pricing

Question 2(a) (i) – Completing the Table

This was a scoring, knowledge-based question focused on household income, spending, and savings, requiring candidates to perform simple calculations to complete **Table 1**.

Table 1: Spending and savings patterns

Monthly Income Rs 33 000		
Month	Spending (Rs)	Savings (Rs)
July	11 000
August	18 000

Nearly 75% of candidates performed well, demonstrating a clear understanding of these basic financial concepts. Some minor discrepancies were observed, for which candidates were nonetheless credited, including:

- Calculations done correctly but the table not filled.
- Answers provided next to the question instead of in the table.

A small proportion of candidates (about 16%) incorrectly calculated or misplaced the figures in the table and did not score marks.

Question 2 (a) (ii) – Describing one way in which Faizal can use his monthly savings

This question was not well attempted by most candidates. About 75% of the cohort were unable to score full marks. Candidates who scored 1 mark (49.4%) were generally able to identify a valid use of savings but did not provide a description or explanation. In contrast, those who achieved full marks (about 25%) not only identified an appropriate use but also provided a clear and detailed explanation. A common error among candidates who did not score was the tendency to define savings rather than address its intended use, which did not satisfy the requirements of the question.

Question 2 (b) - Advantage and Disadvantage

This question required candidates to correctly tick the column indicating whether each of the three statements represented an advantage or disadvantage of a franchise.

Statements		Advantage	Disadvantage
1.	There are fewer chances of the coffee business failing as an established brand.		
2.	Strict rules over pricing and layout of outlet reduce owner's control over one's own business.		
3.	Part of the profits has to be paid to the franchisor each year.		





About 75% of candidates scored at least 2 out of 3 marks, demonstrating a clear understanding of the concept. However, approximately 25% of candidates, who scored 1 mark or less, showed some confusion about the franchise business. In particular, for Statement 2, many candidates were uncertain whether the presence of rules should be considered an advantage or a disadvantage. These candidates viewed the rules positively, as providing clear operational guidelines and oversight, and therefore considered them an advantage, thereby overlooking the reduction in the owner's control over the business.

Question 3

Part 3(a) – Choosing the correct example of the different forms of communication from the Table 2

This was a straightforward, knowledge-based pictorial question on Forms of Communication. Candidates were required to refer to **Table 2** and give one example of written, verbal and visual communication.

Table 2: Forms of communication

Telephone calls	Chart
	
Letters	Meetings
	

Over 60% of candidates scored full marks. While more than 85% of the cohort correctly identified the examples of written and verbal communication, only about 64% were able to correctly recognise the example of visual communication. A handful of candidates were confused between ‘Meetings’ and ‘Chart’ for visual communication.

Part 3(b) – Stakeholders in ‘T Bakery’

This sub-question was a direct, knowledge-based item requiring candidates to list three stakeholders in ‘T Bakery’. It was generally well attempted, with around 42% of candidates scoring full marks and over 50% scoring at least 2 out of 3 marks. However, many candidates lost marks by providing similar or overlapping responses for stakeholders. For example, answers such as “owner” for one part and “Mishana” for another were considered to refer to the same stakeholder—the entrepreneur or employer—and therefore only one mark could be awarded. Distinct identification of different stakeholders was required to achieve full marks.

Part 3 (c) – Features of the communication process

This part of the question required candidates to recall two features of the communication process. Although largely based on textbook material, it proved to be the most challenging item in Question 3, with nearly 70% of candidates failing to score any marks. Only 24% correctly identified the two expected features and obtained full marks. Many confused features with forms of communication, while several others gave examples instead of stating the features, which did not meet the question's requirements.

Part 3 (d) – Importance of effective communication at 'T Bakery'

This part question proved challenging for many candidates, with about 53% failing to score any marks. Some demonstrated a basic understanding by defining effective communication but did not explain its importance. Others identified relevant points on its importance but struggled to apply them to T Bakery. Consequently, only 6.4% of candidates obtained full marks.

Part 3 (e) – Common cause of ineffective communication

The part question, "Explain one common cause of ineffective communication," proved challenging for many candidates, with nearly 64% failing to score any marks. A frequent area of confusion was distinguishing between causes and consequences of ineffective communication, with many incorrectly citing 'conflict' as a cause rather than recognizing it as a potential outcome. Candidates who obtained full marks accurately identified a valid cause and provided a clear, relevant explanation.

Question 4

This question comprised both short-answer and open-ended items, based on a contextualised case study of Mariella, an entrepreneur specialising in candle sales. It was designed to assess candidates across three assessment objectives: AO1 (Knowledge and Understanding), AO2 (Application to context), and AO3 (Analysis). The contextualised elements required candidates not only to demonstrate subject knowledge but also to apply concepts appropriately and meaningfully within the given scenario.

Part 4 (a) – Define the term 'entrepreneur'.

This sub-question, which required candidates to define the term 'entrepreneur', was well attempted, with 43% of candidates achieving full marks by providing a complete and accurate definition. Approximately 35% scored 1 out of 2 marks, typically offering partial responses, such as identifying the entrepreneur as a "risk bearer" or "profit maker," without sufficient elaboration or additional relevant points needed to gain full marks.

Part 4 (b) – Responsibilities of an entrepreneur

This sub-question, which required candidates to give two responsibilities of Mariella as an entrepreneur, was a straightforward knowledge-based item. However, performance was mixed, with 52% of candidates scoring no marks, 18% obtaining 1 mark, and only 30% achieving full marks. A significant number of candidates confused responsibilities with functions, leading to inaccurate responses. Such answers were not credited, as they did not meet the requirements of the question. It is worth noting that questions on the responsibilities and functions of an entrepreneur are recurrent, yet many candidates still face difficulty in differentiating between them.

Part 4 (c) – Definition of ‘e-marketing’

This knowledge-based part question required candidates to define ‘e-marketing’. It was generally well attempted, with about 57% of candidates achieving full marks. Approximately 16% scored 1 out of 2 marks by demonstrating a basic understanding of the concept, with acceptable responses including references to online trade, online selling, and selling via social media platforms. However, about 27% of candidates were not awarded any marks, as they incorrectly defined e-marketing as the buying of products rather than its primary focus on selling.

Part 4 (d) – Methods of e-marketing

This part question, which required candidates to state two methods of e-marketing, was fairly well attempted, with about 32% of candidates achieving full marks. It was a straightforward item involving the listing of appropriate methods. However, 44% of candidates scored no marks, while 24% obtained only 1 mark. Candidates who provided relevant examples, such as Facebook and TikTok, were credited accordingly. Common errors included vague responses, repetition of similar methods, and confusion between e-marketing methods and general marketing activities.

Part 4 (e) – Importance of using e-marketing in Mariella’s business

This part question, which required candidates to explain one importance of using e-marketing in Mariella’s business, proved quite challenging. Only 13% of candidates obtained full marks, 47% scored 1 mark, while 40% did not score any marks. Many responses appeared to be lifted directly from textbooks, without meaningful application to Mariella’s business. Some candidates incorrectly defined e-marketing, which did not attract any marks. This highlights the importance of applying knowledge to the given context, as mere recall of textbook information is insufficient for full credit.

Question 4 (f) - Definition of the term ‘loan’

This section of the question, which required candidates to define the term ‘loan’, was generally well answered. About 65% of candidates demonstrated understanding by defining a loan as money borrowed that must be repaid with interest over a given period. However, approximately 35% did not score full marks, often omitting reference to banks or financial institutions, the requirement to repay, or the inclusion of interest.

Question 5- Equilibrium Price & Quantity, Factors affecting demand and supply and Business Plan

Question 5 comprised a combination of identification, short-answer and open-ended items based on a mini case scenario involving Shanara’s enterprise, which focused on the manufacturing and sale of bracelets. The question was designed to assess candidates’ ability to recall and apply knowledge and understanding related to the topics of Demand and Supply and Business Plan. The contextual nature of the scenario required candidates to exhibit both theoretical understanding and the capacity to apply relevant concepts directly to Shanara’s enterprise.

Question 5 (a) (i) – Equilibrium price and Quantity.

This part question, which required candidates to identify the equilibrium price and quantity from **Table 3**, was a straightforward item.

Table 3: Demand and supply schedules for bracelets

Price per bracelet (Rs)	Quantity demanded per week (units)	Quantity supplied Per week (units)
10	100	40
20	90	50
30	80	60
40	75	75
50	60	80

Only about 47% of candidates performed well and achieved full marks, despite the information being clearly and easily accessible. Marks were awarded even if candidates omitted “Rs” and/or “Units” in their answers.

Question 5 (b) – Identifying quantity demanded

This question, which required candidates to state the quantity demanded when the price per bracelet is Rs 50, was generally well answered. About 77% of candidates demonstrated a clear understanding of the concept. However, approximately 23% confused quantity demanded with quantity supplied, leading to incorrect answers such as ‘80’ instead of the correct response, ‘60’.

Question 5 (c)(i) – Factor other than price that might influence the demand for bracelets

This knowledge-based question, which required candidates to state one factor other than price that might influence the demand for bracelets, was not well attempted. About 63% of candidates scored no marks.

(c) State one factor other than price that might influence: (i) the demand for bracelets:
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A common error was the inclusion of ‘price’ as a response, despite the question clearly specifying “other than price.” This indicates that many candidates had difficulty distinguishing between price and other factors affecting demand.

Question 5 (c)(ii) – Factor other than price that might influence the supply of bracelets

This question required candidates to state one factor other than price that might influence the supply of bracelets. It was not well attempted, with 72% of candidates scoring no marks.

(c) State one factor other than price that might influence: (ii) the supply of bracelets:
--

Many candidates mentioned ‘price’ despite the instruction “other than price,” suggesting that some may not have read the question carefully.

Question 5(d) (i) – Definition of the term ‘business plan’

This sub-question required candidates to define the term ‘business plan’. To gain full marks, candidates were expected to define it as a document that contains a detailed plan to set up and develop an enterprise. About 25% of candidates achieved full marks, 32% scored 1 mark for brief or partial definitions, while 43% did not score any marks, often providing vague responses

Question 5(d) (ii) – Two users of a business plan

This question, which required candidates to identify two users of a business plan, was a straightforward knowledge-based item. Only 29% of candidates achieved full marks, 17% scored partial marks, while 54% did not score any marks. A significant number of candidates confused “users” with “uses”, listing ways in which a business plan is applied rather than its intended users, and these responses were not credited.

Question 5(d) (iii) – Importance of preparing a business plan to an entrepreneur

This question required candidates to explain the importance of preparing a business plan to an entrepreneur. Only 12% of candidates achieved full marks, providing clear and well-developed explanations that effectively linked the importance of a business plan to the specific needs of a business. About 35% scored 1 mark for partial responses, while 53% did not score any marks, as their answers were either general statements lacking application, incorrect, or left unanswered.

SECTION B
ACCOUNTING

Question 6A- Multiple Choice Questions

Question 6A consists of 5 multiple choice questions which ensured a broad coverage of **Units 10 to 14** of the syllabus.

<i>Item Number</i>	<i>Key</i>	<i>Most common incorrect choice</i>
1	C	D
2	B	A
3	A	B
4	A	C
5	C	B

For Question 6A, most candidates attempted all the multiple-choice items, reflecting good engagement. The mean score exceeded 3, with approximately 66.6% of candidates scoring at least 3 out of 5 marks, indicating a generally satisfactory level of performance. However, nearly 3% of candidates did not score any marks on this item.

Comments on specific items

Question 6A

Item (a) required candidates to identify an example of a non-current asset, with the correct response being option C, 'Office furniture'.

- (a) Which of the following is an example of a **non-current asset**?
- A** Cash at bank
 - B** Cash in hand
 - C** Office furniture
 - D** Closing inventory

Approximately 70% of candidates selected the correct answer, indicating a clear understanding of the distinction between non-current and current assets. However, around 13% of candidates chose option D, 'Closing inventory'.

Item (b) assessed candidates' understanding of the double-entry principle, with the correct response being option B, 'two'.

- (b) Each business transaction has to be recorded in account(s) in the ledger.
- A** one
 - B** two
 - C** three
 - D** four

It was the best-answered multiple-choice item in Section B, with nearly 80% of candidates selecting the correct option. This suggests that most candidates have a sound grasp of basic bookkeeping principles.

Item (c) assessed candidates' understanding of the treatment of closing inventory in the calculation of gross profit.

- (c) For the calculation of Gross Profit, closing inventory is
- A** deducted from purchases
 - B** deducted from revenue
 - C** added to revenue
 - D** added to purchases

It proved to be the most challenging multiple-choice item in this section, with only about 35% of candidates selecting the correct response, option A, 'deducted from purchases'. A significant proportion of candidates (around 40%) opted for option B, 'deducted from revenue', which was the main distractor. This suggests a lack of clarity among some candidates regarding the treatment of closing inventory in the trading section of the Income Statement.

Item (d) assessed candidates' understanding of the components and calculation of owner's equity.

- (d) Which formula is used to calculate the owner's equity?
- A** Capital + profit for the year – drawings
 - B** Capital – profit for the year – drawings
 - C** Total non-current assets + Total current assets
 - D** Total non-current assets – Total current assets

Approximately 70% of candidates answered correctly by selecting option A. However, some candidates chose option C, indicating a common confusion regarding the formulae applied in the Statement of Financial Position.

For **Item (e)**, candidates were presented with an application question requiring the calculation of the businessman's profit for the year using figures from **Table 1**.

(e) **Table 1** gives information from the books of a businessman.

	Rs
Revenue	30 000
Cost of sales	17 000
Expenses	4 500
Commission received	300

What is the businessman's profit for the year (Net Profit)?

A Rs 13 000
B Rs 8 200
C Rs 8 800
D Rs 7 800

Correct completion involved applying fundamental accounting principles: computing gross profit (revenue less cost of sales), adding other income such as commission received, and deducting all relevant expenses to determine the profit for the year. Approximately 50% of candidates arrived at the correct answer of Rs 8,800 (Option C). However, around 25% selected Rs 8,200 (Option B), indicating a misunderstanding in the treatment of commission received. A few isolated cases of arithmetic errors were also noted.

Question 6B- Matching

This part-question assessed candidates' basic knowledge and understanding of selected accounting terms, requiring them to match each term with its correct definition or description.

The following observations were made:

- Most candidates attempted this part-question.
- Nearly 50% of candidates obtained full marks.
- Around 70% of the cohort scored at least 3 out of 5 marks.
- Term 'Expenses' was the best-answered item in this matching question.
- A handful of candidates were confused with term 2, 'Trade Receivable', incorrectly describing it as 'borrowings or credits expected to be repaid after more than a year', indicating a misunderstanding of the term.

Question 6 C- Fill in the blanks

Question 6C was a knowledge-based item requiring candidates to complete each blank with the correct term from two given options. Performance on this question was generally strong, with nearly 60% of candidates achieving full marks and over 95% scoring at least 2 out of 4 marks, indicating a clear understanding of the concepts being tested. However, a few candidates did not write their answers in the space provided, as instructed, and some only crossed out or circled the correct options in the brackets instead of completing the blanks.

Item 1 was the best-attempted part of Question 6C, with nearly 95% of candidates selecting the correct answer. Most candidates demonstrated a clear ability to distinguish between a credit transaction and a cash transaction.

(a) A transaction is a business transaction that is paid at a later date. (**cash, credit**)

Item 2 was generally well-attempted. However, approximately 20% of candidates did not demonstrate a clear understanding of the accounting formula used to calculate gross profit in the Income Statement.

(b) Gross Profit is the difference between and cost of sales. (**purchases, revenue**)

Item 3 was correctly answered by over 90% of candidates, reflecting a strong understanding of the concept of inventory and good focus during the assessment.

(c) The amount of goods that enterprises usually hold at the start of the accounting year is known as the inventory. (**closing, opening**)

Item 4 proved to be the most challenging of the four in this section. More than one quarter of the candidate population selected 'Income Statement', reflecting difficulty in identifying the key differences between the two financial statements.

(d) A statement which shows all assets, liabilities and owner's capital of an enterprise is referred to as the (**income statement, statement of financial position**)

Question 6D: Account to be debited and Account to be credited

Date 2025	Transaction	Account to be debited	Account to be credited
July 02	Bought furniture for Rs 10 000 by cash.	Furniture	Cash
July 21	Withdrew cash Rs 7500 for own use.		
July 23	Bought goods from Chung & Sons on credit for Rs 35 500.		

In Question 6D, candidates were expected to analyse each transaction and complete the table with the 'Account to be Debited' and 'Account to be Credited' based on the double-entry principle. This part-question was the least well-answered in Question 6, with nearly 20% of candidates failing to score any marks. Only about one-quarter of the cohort achieved full marks, indicating widespread difficulties with this skill.

Identified Shortcomings:

- Some candidates did not attempt this part of the question.
- Incorrect details or wordings were recorded in the table that did not correspond to the transactions.
- Complete reversal of entries was observed in many scripts.
- A few candidates reproduced the example answer (July 02) for the transactions on July 21 and July 23.
- Misuse of accounting terminology was noted: for the July 21 transaction, terms such as "withdrew," "drew," and "own use" were incorrectly applied.
- For the July 23 transaction, incorrect terms such as "bought goods," "goods," "Sons," "credit," and "payables" were used.
- Some candidates inserted figures in the debit and credit columns instead of the account titles.
- A few candidates simply wrote the words "debit" and "credit" in the answer spaces.
- A few candidates marked ticks in the columns instead of writing the account titles.
- Some candidates copied entire transactions into the answer columns without identifying the accounts.

Question 7 – Open-ended question and recording business transactions in their respective accounts

Question 7 was based on a mini case scenario that illustrated various transactions of a restaurant business for the month of August 2025. The question aimed to assess candidates' knowledge and understanding of the double-entry system, as well as their ability to accurately post transactions to the relevant ledger accounts.

Part 7(a) was an open-ended question requiring candidates to state the type of liability represented by a bank overdraft. The expected response was 'current liability'. This part-question was poorly answered by the majority of candidates, highlighting a limited understanding of the classification of items within the Statement of Financial Position. It was noted that 65.1% of candidates did not score the mark allocated for this question.

The following observations were noted:

- A handful of candidates displayed confusion in terminology by incorrectly associating the term "liability" with concepts such as limited company, limited liability, or unlimited liability, rather than recognising it as a short-term debt of the business.
- A few candidates misinterpreted the question and responded "yes," acknowledging it as a liability without specifying its type.
- Some candidates incorrectly classified a bank overdraft as a current asset or a non-current liability, indicating a lack of understanding of its nature and the period within which it must be settled.

Question 7(b) – Recording Transactions in the Bank Account and Sales Account

Part 7(b) required candidates to prepare the Bank Account from **Table 1** and balance it at the end of August 2025. Candidates were also required to prepare a Sales account.

The question received a mixed response. Only around 14.6% of candidates posted all entries correctly and balanced the bank account accurately, while approximately 39% of candidates scored no marks for this part.

Observations on the Bank Account:

- The transaction on 13 August proved challenging for many candidates. The correct entry was to debit the Bank account and credit the Sales account, but several wrote details such as "sold briani" or "briani" in the Bank account instead of "Sales/Revenue," reflecting a misapplication of the double-entry principle.

- The transaction on 16 August, where food containers and spices were purchased by cheque, caused difficulty for many candidates. The correct entry was to debit Purchases account and credit Bank account, but several recorded it incorrectly, showing a lack of application of the double-entry principle in a restaurant context.
- Several candidates copied the transaction details directly from Table 1 without considering which accounts to debit or credit, resulting in incorrect entries and demonstrating a lack of analysis and application of the double-entry system.
- Balancing the Bank account proved challenging for many candidates. Common errors included misaligned totals on both sides, incorrect dating of balances c/d and b/d, and calculation mistakes, often due to the absence of calculators, as evidenced by manual workings in the scripts.

Part 7(b) required candidates to prepare the Sales account from Table 1.

For the Sales account, 63.1% of candidates did not score any marks. Only a few candidates correctly credited the Sales account, though often with incorrect details, while some incorrectly debited the account. Only 19.4% of candidates obtained full marks for this part.

Observations for Sales Account:

- Many candidates did not attempt this part.
 - Some candidates recorded entries correctly on the credit side but used incorrect account names or inserted the wrong amounts.
 - Reversal of entries was noted in many scripts, even when the correct details and amounts were recorded.
 - Several candidates balanced the Sales account, despite this not being required, showing inattention to instructions.
 - A handful of candidates wrote unclear details such as “sales” or “briani.”
- Overall, only 4.5% of candidates obtained full marks for the entire Question 7, indicating widespread difficulties in applying the double-entry system, interpreting transactions in the context of a restaurant business, and following instructions accurately.

Question 8 - Preparation of a corrected Trial Balance and Open-ended questions

Question 8 was based on a mini case scenario featuring Bobby, an entrepreneur who owns a small flower shop. The Trial Balance prepared by Bobby on 30 September 2025 did not agree.

Part 8 (a)

For this part-question, candidates were required to apply their knowledge of Trial Balance preparation to rewrite the Trial Balance as at 30 September 2025 using the information given in **Table 2**.

This part-question was fairly well attempted, with approximately 43% of candidates achieving full marks, indicating a strong grasp of Trial Balance concepts. However, 10.3% of candidates did not score any marks, suggesting limited understanding among a minority.

The following discrepancies were noted:

- Some candidates recorded the same amount in both the debit and credit columns.
- In certain cases, incorrect amounts were entered in the correct column.
- Some entries were omitted entirely from the Trial Balance.
- A number of candidates placed amounts in the wrong column, with debits recorded as credits and vice versa.
- A few candidates left the question unanswered, suggesting lack of confidence, inadequate preparation, or insufficient time.
- Arithmetical errors were observed among candidates who did not use calculators.

Overall, although many candidates demonstrated sound knowledge of Trial Balance preparation, the observed discrepancies indicate the need for greater attention to accuracy, correct classification of entries, and careful checking of figures.

Recommendations:

- Candidates should regularly practise placing account balances in the correct debit or credit side of the Trial Balance to enhance accuracy.
- Frequent preparation of Trial Balances is recommended to reinforce understanding and reduce reliance on guesswork.
- Emphasis should be placed on carefully verifying that totals balance, as this is a key feature of a Trial Balance.
- Candidates should consistently show clear workings and use calculators where appropriate to minimise arithmetical errors.

Part 8 (b)

Part (b) of Question 8 was an open-ended question that required candidates to define the term 'Trial Balance'.

Overall, candidates showed limited understanding of the definition, and this part of the question was poorly answered. Only 15% of candidates were awarded the single mark for this item.

The following issues were noted:

- Some candidates left the question unanswered or provided incomplete definitions, showing limited understanding.
- Some confused the definition with the purpose of a trial balance or described its preparation steps instead.
- Several candidates only mentioned 'debit and credit side' or used vague phrases like 'list of ledgers'.
- Some incorrectly linked trial balances to daily expenses, profit and loss, or balancing accounts.
- Others simply listed the components without providing a clear definition of a trial balance.

Part 8(c)- Advantage of Preparing a Trial Balance

Part 8(c) required candidates to give one advantage of preparing a Trial Balance.

Overall, this part-question was poorly attempted, with more than three-quarters of the candidate population failing to score any mark, indicating limited understanding of the purposes and benefits of preparing a Trial Balance.

The following observations were made:

- Many candidates did not attempt this question.
- Some responses were completely out of context.
- Several responses were incomplete, mentioning only "accuracy" without specifying "mathematical" or "arithmetical," and therefore could not score.
- A handful of candidates gave reasons related to the preparation of the income statement.
- A few candidates incorrectly stated that a Trial Balance prevents errors, rather than noting that it helps identify them.
- A few candidates reproduced the definition from Question 8(b) instead of stating an advantage.

Conclusion

The 2025 NCE assessment in BEE yielded a satisfactory overall pass rate of 78.27%, with candidates performing most confidently in the foundational, knowledge-based components of Section A.

However, persistent weaknesses emerged in higher-order tasks across both sections — particularly open-ended questions requiring contextualised application, where many candidates defaulted to reproducing textbook content rather than engaging meaningfully with the given scenarios.

Section B remained the most challenging area, with widespread difficulties in applying the double-entry principle, preparing and balancing ledger accounts, and articulating the purpose and advantages of a Trial Balance.

Language barriers and unfamiliarity with command words further compounded mark loss across both sections.

Recommendations

Teaching should progressively shift from knowledge recall towards developing application and analytical skills, using case studies and real-world scenarios that mirror the examination format.

In Accounting, the conceptual logic of double-entry bookkeeping must be reinforced through sustained practical exercises rather than rote memorisation, with particular focus on ledger account preparation, Trial Balance completion, and correct classification of financial statement items.

Candidates should be explicitly trained in interpreting command words, structuring contextualised responses, and applying effective multiple-choice strategies.

Regular timed practice with past papers, accompanied by structured feedback, is strongly encouraged.