

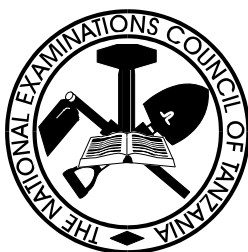
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE
OF CANDIDATES CSEE, 2012**

**013 GEOGRAPHY
(School Candidates)**

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Published by

The National Examinations Council of Tanzania,
P.o Box 2624,
Dar es salaam, Tanzania.

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue Geography Examiner's Report on the Performance of the Candidates in Certificate of Secondary Education Examination (CSEE) 2012. The report was prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general about the performance of the candidates.

The Certificate of Secondary Education Examination marks the end of four years of secondary education. It is summative evaluation which among other things shows the effectiveness of education system in general and education delivery system in particular. Essentially, candidate's responses to the examination questions is a strong indicator of what the education system was able or unable to offer to the students in their four years of secondary school education.

The analysis presented in this report is intended to contribute towards understanding of possible reasons behind poor performance of candidates. The report highlights some of the factors for example, failure to identify the task of the concepts related to the subject. The feedback provided will enable the educational administrators, school managers, teachers and students to identify proper measures to be taken in order to improve candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general that can be used for improving future Examiners Reports. Each school is given a complimentary copy of the report; extra copies can be purchased from the Council. Information about the cost and postage charges can be provided on request.

Finally, the Council would like to thank all Examination officers, Subject Teachers and all others who participated in preparation of this report. We would like also to express sincere appreciation to all staff of the Department of Research, Evaluation and Data processing who participated in analyzing data in this report.



Dr. Charles E. Msonde

Ag. EXECUTIVE SECRETARY

1.0 INTRODUCTION

The CSEE 2012 Geography examination paper covered the revised syllabus (2005) and examination format (2008). The paper consisted of four (4) sections namely; A, B, C and D, of which sections A to C were compulsory questions. Section A had three (3) questions; Section B had three (3) questions, while section C had two (2) questions. Section D was comprised of four essay type questions which were set into two parts (I and II), from which the candidates were required to choose one question from each part. The candidates were required to attempt a total of 10 questions

This report analyses the performance of the school candidates in Geography who sat for the Certificate of Secondary Education Examination (CSEE) in 2012. It aims at giving a feedback to the educational stakeholders on the performance of the candidates on each question by indicating the task which the candidates were required to do and their performance.

A total of 396,159 candidates sat for the Geography paper CSEE 2012, out of which 113,058 (30.5%) passed this examination by obtaining grades A-D. The candidates who got A – were 0.002 percent, B – were 0.44 percent, C – were 6.5 percent, and D – were 23.6 percent; and the rest 256,853 (69.8%) failed by obtaining F grade. Generally, student's performance in Geography paper (CSEE 2012) was lower than that of 2011 examination, whereas 42.2 percent of the candidates passed and 57.8 percent failed.

Sample answers to the questions have been extracted from the candidates' scripts and attached to illustrate their responses. It is expected that the report will be useful to educational stakeholders and enable teachers and students to improve the teaching and learning process of Geography.

2.0 ANALYSIS OF THE CANDIDATE'S PERFORMANCE IN EACH QUESTION

2.1 SECTION A: PHYSICAL AND MATHEMATICAL GEOGRAPHY

2.1.1 Question 1: Multiple Choice

This question consisted of ten multiple choice items. The candidates were required to choose one correct answer among the five alternatives given.

A total of 95.5 percent of candidates attempted this question, of which 3.1 percent scored 0 mark, 88.6 percent scored between 1 and 5 marks, 3.7 percent scored between 6 and 8, only 0.2 percent scored 9 which was the highest score out of the 10 allotted marks.

The multiple choice items which were not answered correctly were items (iii) and (vii). Item (iii) required the candidates to identify the feature formed due to rain action characterized by columns of clays capped by boulders. The correct answer was 'earth pillars'. However, most candidates opted for 'gullies', which are wide and deep grooves formed when heavy rainfall rushes down a steep slope, of the land. This indicated that the candidates choose this alternative because they fail to differentiate the characteristics of gullies with that of earth pillars.

In item (vii), candidates were required to identify wind erosion process among the given alternatives. The answer was 'abrasion', but most candidates choose 'attrition' which is erosion process caused either by running water or wave action. The observed wrong response might have been caused by poor knowledge on the difference between abrasion and attrition.

2.1.2 Question 2: Matching Items

The question required the candidates to match the statements in list A with the responses in list B by writing the letter of the correct response beside the statement number.

It was attempted by 95.1 percent of the candidates, of which 25 percent scored 0, 49.8 percent scored between 1 and 3, and 11.9 percent scored between 4 and 5 out of the 10 allotted marks.

The items which were not matched correctly by most candidates were (i) and (v). In item (i) the candidates were required to identify the earth's zone which is made up of nickel and iron. Majority of the candidates matched it with 'mantle'

instead of ‘core’. The observed wrong response might have been caused by the fact that mantle and core are concentric zones of the earth, thus the candidates failed to differentiate the two zones. Item (v) required the candidates to select the term used to the magma which reaches the earth’s surface and solidifies to form extrusive features. The correct match was ‘lava’. However most of the candidates matched it with ‘volcano’. It seems that these candidates relate it with ‘extrusive features’ and opted for ‘volcano’ because a volcano is one of the extrusive features and confused it with an extruded magma which is lava.

2.1.3 Question 3: Physical Geography

This question had three parts, a, b and c. Part (a) required the candidates to give the meaning of earthquake, part (b) requirements was to provide a brief explanation on five effects of earthquakes and part (c) task was to describe four ways of reducing the risks of earthquakes.

This question was attempted by 82.8 percent of the candidates, of which 30.2 percent scored 0, 59.6 percent scored between 1 and 5 and 1.6 percent scored between 6 and 7 marks out of the 10 allotted marks. Some of these candidates were able to give the meaning of earthquake but failed to give detailed explanation and description of the effects and ways of reducing the risks of earthquakes. This indicates that the candidates lacked the knowledge of earthquake.

However, 0.1 percent scored between 8 and 10 out of the 10 allotted marks. Some of these candidates were able to define earthquake, to explain the effects of earthquakes and described ways of reducing the risks of earthquakes correctly. Extract 3 is sample of a candidate who answered the question correctly.

Extract 3

3 a) Earthquake is a sudden vibrating or shaking of earth crust.

b) Effects of earthquake

i/ It can cause lost of life or death, because earthquake may lead to outbreak of fire and result lost of life may it occurs when there is earthquake.

ii/ It can cause Tsunami, which also can lead to the lost of life

iii/ It can cause damaged of property such as house and other property.

iv/ It can lead outbreak of fire in the city because earthquake it can cause the pole of electricity to fall down and result is outbreak of fire.

v/ It can rises or fall the crust plate because when the earthquake occurs there is up and down movement of earth crust as result to the rises or fall of the crust plate.

c) Ways of reducing the risks of earthquake

i/ To advise people to building house which light material so that it can reduced the risks of earthquake.

ii/ To advise people to leave the area or

	to move away from the area where earthquake is dominant.
	ii/ To detect the epicentre so that to reduced the risk of earthquake.
	iv/ To educate people on how to reduced the risks of earthquake and put stick law to those used dynamite on fishing and other activities which can led to the causes of earthquake.

Extract 3 is a sample of a candidate who defined earthquake, outlined the effects of earthquakes and ways of reducing the risks of earthquakes correctly.

2.2 SECTION B: APPLICATION OF STATISTICS, INTRODUCTION TO RESEARCH AND ELEMENTARY SURVEYING

2.2.1 Question 4: Application of Statistics

The candidates were required to study carefully the hypothetic data of the export of crops from Tanzania which were provided. The question had two parts, (a) required the candidates to present the data by using compound bar graph and part (b) requirement was to explain two advantages and disadvantages of compound bar graph

The question was attempted by 89.7 percent of the candidates. The performance was low as 51.7 percent scored 0 marks, 34.9 percent scored between 1 and 5 out of the 9 allotted marks. Most of these candidates were able to write the title, advantages and disadvantages of compound bar graph but failed to compose the graph correctly. This indicates that they lacked mathematical skills in calculating cumulative totals and application of appropriate scales as well as statistical skills in drawing graphs

Only 0.4 percent of candidates managed to score 09 out of 09 allotted marks to the question. These candidates were able to compose the compound bar graph and explained the advantages of the graph correctly such as; *it can be used for comparison, it gives high visual impression, it can be used to show the trend of*

export or production and it can be used to present massive data. And its disadvantages such as, it is time consuming since it involves several variables, it involves some mathematical calculations, it become difficult to determine the vertical scale to represent values with a wide range of data and it takes time to read and interpret the actual values.

2.2.2 Question 5: Introduction to Research

This question had three parts: in part (a) the candidates were required to give the meaning of sampling techniques as used in research, part (b) demanded the candidates to explain briefly the concepts applied in sampling such as; a sample, random sampling, systematic sampling and stratified sampling, and the last task was to outline the procedures in conducting an interview.

The question was attempted by 70.5 percent of the candidates. The performance was very low as 98.1 percent scored between 0 and 3 marks, of which 69.2 percent scored a 00 out of the 09 allotted marks. Those candidates (98.1%) who scored below 03 out of the 09 allotted marks were able to give the meaning of sampling techniques, and give partial explanation of few sampling concepts asked.

Very few candidates (0.1%) scored 05 marks out of the 09 allotted marks. These candidates managed to define Sampling techniques and explained the sampling concepts such a sample, random sampling, systematic sampling and stratified sampling. They also outlined the procedures of conducting an interview correctly. Extract 5.2 is an example of such response.

Extract 5

to be included in a sample such as individual from age 12 - 20 years are only involve ~~is~~ selected from the school population.

iv/ Stratified Sampling

- Is the type of probability sampling where by selecting/choosing of a sample is based on ~~it~~ obtained from the strata, classes and groups example individuals to ~~be~~ included in a sample are chosen from every class within a school.

© Procedures of conducting an interview

i/ Greeting and introduction to create good environment to continue with a talk also to be known

ii/ To find or to stay places with no disturbances such as noise from the people and machines

iii/ To introduce objective and aim of a ^{conversation} talk so as a respondent may be prepare to give information

iv/ To ask questions and sometime guess answers so as respondent may give more information

v/ Thank the respondent for his/her respond and find another respondents who If your not satisfy with previous respondents.

Extract 5 presents a sample of the candidates who managed to define sampling and explained concepts used in sampling such as a sample, random sampling, systematic sampling and stratified samplings and was also able to outline the procedures of conducting an interview.

2.2.3 Question 6: Elementary Surveying

This question required the candidates in part (a) to define the term leveling survey and state four benefits of leveling survey and the part (b) task was to explain the essential equipments used in leveling surveying.

The question was attempted by 70.2 percent of the candidates. The performance in this question was poor with majority of candidates (98.8%) scoring below 05 marks, of which 44.8 percent scored 0 out of the 09 allotted marks. Some of these candidates failed to define leveling survey correctly, instead they defined survey, while others defined chain survey and listed equipments used in chain survey, and explained the benefits of survey instead of leveling survey. Extract 6 represent a sample of a poor responses.

Extract 6

6.(a).	i). It helps to reduce land degradation. - This is because once the eroded land is levelled it is not easy for the land to be degraded again.
(b).	i). Cross-staff; measuring a right angle from the line of transverse.
	ii). Arrow; for temporary marking of a station.
	iii). Pegs; for permanent marking a station.
	iv). Note book and a pen; for recording measurements.

Extract 6.1, presents a sample of the candidate who lacked the knowledge of leveling survey, she/he failed to define, identify the benefits of leveling survey, and listed some equipments used in chain surveying instead of those used in leveling surveying.

Very few candidates (2.3%) scored between 05 and 09 marks of which a negligible percent of them (10 candidates) scored the full 09 allotted marks. Some of these candidates managed to define leveling survey as *a method of survey whereby the relative heights of the objects between two points are determined*. They also stated the benefits of leveling survey such as; *determining the elevation of land surface features, used in land use planning, drawing contour maps and used by engineers in construction purposes*. Furthermore they explained the essential equipments used in leveling survey like; *leveling staff, surveyor's level, tape measure, theodolite field sheets and pencil*.

2.3 SECTION C: MAP READING AND PHOTOGRAPH INTERPRETATION

2.3.1 Question 7: Map Reading

In this question candidates were provided with a map extract of Korogwe series Y742 sheet 129/2 and were required in part (a), to describe the relief of the mapped. In part (b), to calculate the area of the whole map of Korogwe in Km^2 by using grid squares. In part (c) to examine the settlement patterns of the area and in part (d) to express the scale of the map into statement scale.

The question was attempted by 78 percent of candidates. The general performance of this question was poor, with majority of the candidates (99.2 %) scoring below 10 marks, among them 40.6 percent scored 0 and 51.6 percent scored between 1 and 5 marks out of the 18 allotted marks. Those candidates who scored below 05 marks failed to give correct answers in parts (a) and (b) of the question. In part (a) majority of the candidates failed to describe the relief of the mapped area instead they mentioned different relief features and methods of showing relief features on a map, such as, Hill: *at Likoka Hill near G107 there is trigonometrical which show a Hill, Gentle slope-there are parts whose contours are widened like place around Morogoro, Steep slopes: there are some places where contours are too near to each other, example places around MGUHA*.

In part (b) majority of candidates failed to identify full squares in the mapped area of Korogwe, which were 156 and incomplete squares which were 54, hence failed to get correct answer. The following responses are an example of such answers.

$$\begin{aligned}
 & \text{Full Square} - 168, \\
 & \text{Half square} - \frac{42}{2} = 21 \\
 & 168 + 21 = 189 \\
 & 1\text{cm} = \frac{1}{2}\text{km} \\
 & 2\text{cm} = x
 \end{aligned}$$

$$\begin{aligned}
 & x = \frac{1}{2} \times 2\text{km} \\
 & x = 1\text{km} \\
 & 1\text{km} \times 11\text{km} = 11\text{km}^2 \\
 & 189 \times 1\text{km}^2 \\
 & \underline{189\text{ km}^2}
 \end{aligned}$$

Very few candidates (0.8%) scored between 10 and 18 marks, of which 0.1 percent scored 13 marks and negligible percentage of them (4 candidates) scored full 18 allotted marks. Those who scored full marks managed to describe the relief of mapped area, calculated the area of a whole map of Korogwe in Km^2 , examined the settlement patterns and expressed the scale of the map into statement scale correctly. Extract 7 presents a sample of such a response.

Extract 7

7. (a) The mapped area is full of highlands such as Lukoka hill,

7. (a) • The northern part of the map is full of highlands because of the presence of hills such as Lukoka hill, Trundir, Msimbiyazi and many other

- The southern part of the map is an area of lowlands. Areas like Morogoro, Ngomber, Kwamdure Estate and Kwakombo are all in lowlands.

- There are valleys which are filled with water and hence known as rivers. For example, the Pangani or Ruvu river which runs from grid 446 290 and distributes itself to different areas on the map.

(b) Full square = 156 squares

Half square = 54 squares

$$\text{Total square} = \frac{\text{Full square} + \text{Half square}}{2}$$

$$= \frac{156 + 54}{2}$$

$$= 156 + 27$$

$$= 183 \text{ squares}$$

$$\text{Area of 1 square} = 1 \text{ km} \times 1 \text{ km}$$

$$= 1 \text{ km}^2$$

$$\text{Area in km}^2 = 183 \text{ sq} \times 1 \text{ km}^2$$

$$= 183 \text{ km}^2$$

7. (b) The area of the whole map of Korogwe is 183 km^2

(c) The settlement pattern is uneven because there are settlement like,

- Linear settlement

Along the tarmacked roads. For example at Kwakombo, Kibani, Kwamulwa etc. This is due to the presence of easy transportation of people and goods.

- Nuclear settlement Scattered settlement

This is due to unavailability of social services and activities like cultivation. For example, Msambiyazi, Morogoro, Kwamun estate, Luloka hill.

- Nuclear settlement.

This is influenced by availability of social services, trade and many others. For example places like Manyunde, Makwasamagumba and Kiolo are nucleated.

(d) $1 : 100,000$
 $x : 50,000$

$$\frac{100,000}{100,000} x = \frac{50,000}{100,000}$$

$$x = \frac{1}{2} \text{ km}$$

\therefore One centimeter on a map represent half kilometer on the ground.

Extract 7.2 indicates the candidate who answered the question correctly

2.3.2 Question 8: Photograph Interpretation

This question had three parts; the candidates were required to do the following; in part (a) to name three types of geographical photographs, (b) to specify the type of geographical photograph which is taken horizontally on the ground and used in map making and (c) to explain five differences between the photograph used in map making and topographical maps.

The question was opted by 84.1 percent of the candidates. Majority of candidate (34.1%) scored below 05 marks, of which 11.4 percent scored 0 marks out of 10 allotted marks.

Very few candidates (10.1%) scored above 05 marks, of which 0.3 percent scored 10 marks out of the 10 allotted marks. Those who scored full marks managed to name the three types of photographs, specify the type of photographical photographs which are taken horizontally on the ground and are used in map making and also explained five differences between the photograph mentioned in (b) and topographical maps correctly. Extract 8.1 is a sample of response that met the requirement of the question.

Extract 8.1

8. (a) Types of geographical photographs:
i) Horizontal or ground photograph.
ii) Oblique photograph.
iii) Vertical photograph.

8. b) i) Type of photograph which is taken horizontally on the ground is horizontal photograph.

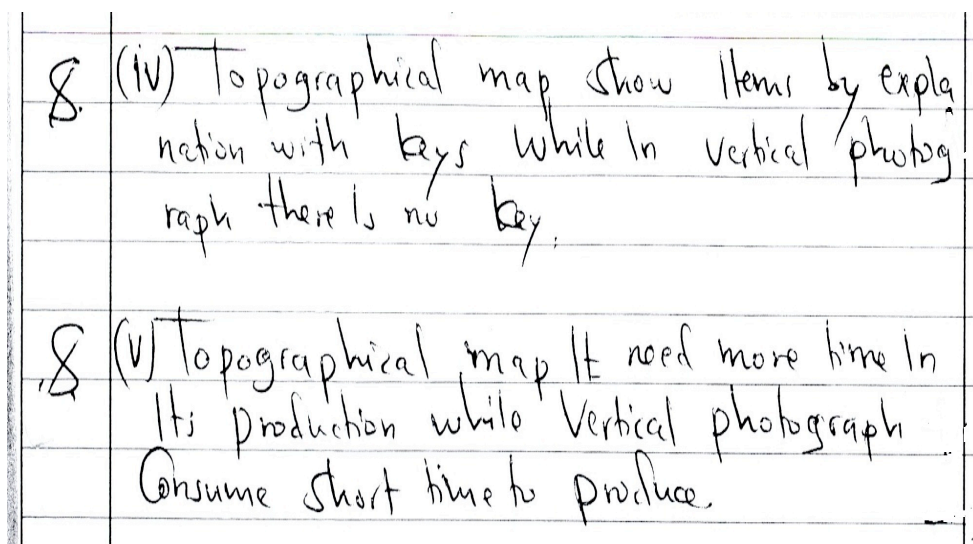
(ii) Type of photograph which is used in map making is Vertical photograph.

8. (c) The differences between Vertical photograph and topographical map is that

(i) Vertical photograph shows all features found on the site while topographical map is selective. Can show either physical or manmade features.

(ii) The scale of topographical map is constant throughout while that of Vertical photograph varies there some part seen clearly than other.

(iii) Vertical photograph show different features really that means does not use a symbol while topographical map show features by using symbols.



Extract 8.1 presents a sample of candidate who named three types of geographical photographs, specified the types of geographical photographs which are taken horizontally on ground and used in map making, and explained five differences between vertical photographs and topographical maps.

2.4 SECTION D: REGIONAL FOCAL STUDIES

2.4.1 Question 9: Tourism Industry

This question required the candidates to explain five negative effects of tourism in east Africa by using concrete examples.

The question was opted by 63.6 percent of the candidates and majority of them 78.5 percent scored below 5 marks of which 19.8 percent scored 0 marks out of the 10 allotted marks.

The candidates who performed poorly in this question failed to understand the demand of the question. Some candidates explained problems facing tourism such as *poor transport and communication facilities, language barrier, poor infrastructures, and lack of capital to invest in tourist industry*, while others discussed the economic importance of tourism.

On the other hand, 21.5 percent of the candidates scored between 5 and 10 out of the 10 allotted marks. The candidates who performed well provided detailed responses on negative effects of tourism such as; *erosion of traditional values, spread of communicable diseases, environmental*

pollution, acceleration of terrorism, land degradation, depletion of some of the animals and plant species and may affect the other economic sector to develop. Extract 9.2 illustrates this point.

Extract 9.1

9. Tourism is the temporary movement of people to other areas far from home or working places for leisure or pleasure purposes. It can also be due to research or studying purposes. Tourism in East Africa is both internally and externally and due to this, many profitable attraction sites gain money but in spite of that, there are also negative effects as stated below:

Environmental pollution, this is experienced especially in beaches. A good example is Coco beach in Dar-es-Salaam whereby there is a lot of trash beside its shore. This happens because whenever tourists visit that area while having food stuffs, they tend to leave the wrappers and the remains of what they were consuming. This pollutes the environment.

Moral decay, this is because whenever the Europeans come, they dress on what they are used to an example is Americans who wear very short skirts and dresses and whenever the African girls see them, they tend to copy their lifestyles hence abandoning the good and respectable clothes they have.

Poaching, this is experienced in national parks and game reserves whereby the tourists tend to kill wild animals illegally. An example is the decrease of elephants in our national parks recently in Tanzania and this is due to their exposure to tourists who tend to get elephants' tusks to sell in their countries and obtain money.

Terrorist attacks, this happens when the tourists come and learn how the structure of the country is. An example is the attack by Osama bin Laden on the United States Embassy which happened in Dar-es-Salaam some few years ago. This was enabled by the few people who pretend to be tourists but in real sense, they are terrorists.

Lack of concentration of other developing sectors in the country by the government. The government of Tanzania focuses and

9.	concentrates all in developing the tourism sector. This hinders the development of other sectors since a big sum ^{sum} of the national income is directed in improving the tourist attractions. An example is the construction of number of hotels in regions like Arusha so that there will be good accommodation facilities for the tourists. This blocks the development of other sectors.
	Tourism is the major sector which contributes to all of income and foreign exchange in Tanzania and the East African countries at large but due to its benefits also drawbacks are experienced, it is the high time for the government to face these problems so that it can be fully beneficial to the East Africans.

In extract 9.2 the candidate provided the correct answers with examples and expressed him/her self well in English Language.

2.4.2 Question 10: Transport

The question required the candidates to elaborate eight reasons indicating why the transportation sector is important to the economy of Tanzania.

The question was opted by few candidates (14.4%) and the majority (80.3%) scored below 05 which was half of the full marks, of which 31.1 percent scored 0 out of the 10 allotted marks. Some of the candidates who scored below 3 marks failed totally to understand the demand of the question, while other candidates pointed out one or two importance of transportation such as the movement of goods and people from one place to another but concentrated on elaborating the same by mentioning movements of different types of goods as separate/additional points and hence scored few marks. Extract 10.1 is an example of the candidate who performed poorly.

Extract 10.1

10	<p>The transport sector is very important sector because in this sector people able to do many things by the help of transportation. The following are the main importance of transport sector to the economy in Tanzania.</p> <p>It transport people from one area to another areas for the different purposes. The transport is the one means used to shift people of one area to another areas.</p> <p>Second transport raw-material for industrial production. The raw material such as cotton from farms can be transported to the place of production through the means of transport.</p> <p>Third its transport goods and resources ^{materials}. The production goods can be shifted from the place of production whether it is industries or homes to the places of business by means of transport.</p> <p>Fourth it transport services such as education. The teacher can use transport to shift from one place to another in order to supply his or her service.</p> <p>Fifth transport provide an employment. The transport sector must involve the one who conduct and the people who are working in that sector are ready employed.</p> <p>Sixth transport provide foreigners. People from different places are able to come in Tanzania and make the settlement in Tanzania through the transport from their original countries to Tanzania.</p> <p>Seventh transport make easy communication because people are able to shift to their relatives and able to communicate with others.</p> <p>Lastly transport is the source of migration. Due to the transport people are shifted from one area to another areas for search of different things.</p>
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In extract 10.1 the candidate concentrated on explaining the transportation of different things such as people, raw materials, goods and teachers and ended up scoring one mark.

On the other hand, few candidates (13%) scored between 05 and 09 marks. These candidates elaborated importance of transportation sector to the economy of Tanzania such as; facilitation of the movement of factors of production; stimulation of the growth of towns/cities; provision of employment; facilitation of the transfer of raw materials and goods; earning of foreign currency; stimulation of the development of other sectors; improvement of social services and stimulation of the international cooperation. Extract 10.2 shows a sample answer of a candidate who answered the question relatively well.

Extract 10.2

10	<p>Transportation is the movement of people, goods or services from one place to another, by using various means of transportation. In this sector the transportation systems has benefited much to the economy of Tanzania. Hence it is very important in our var + various daily activities. And therefore the Transportation sector has the following importance to the economy of Tanzania;</p> <p>Availability and movement of goods and services, from where they are produced to where they are consumed. Hence people get various goods and services through this transportation and together with the satisfaction of human needs, hence it is important in our economy.</p> <p>Provision of employment opportunities, through transportation people can be employed as drivers, and for this case it enables enables, someone to earn income or money, which will be able to assist him ^{or} her in getting his or her basic needs. and this will decrease poverty and raise our economy.</p> <p>Generation of income to the government, through transportation, like the payment of license, and tax too this helps the government to earn income, and therefore the income collected is been used for the benefit of the country including raising the economy.</p> <p>" "</p>
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It creates labour mobility, which is the ability of labourers to move from one place to another. Since these labourers are the ones who operate or work on those economic activities, and so with transportation it is able even the lab. people to move from one place to another for working purpose. Hence it increases the country's economy.

Transportation creates connections between places like countries. For instance the Air transportation it brings connection between countries, whereby through these connections, one country can help the other to achieve its development, for instance in the economy sector.

Transportation facilitates the development of Industries in a country. If the means of transport are very well and effective enough hence it will influence the growth of Industries, since they need transportation so as to supply their manufactured or produced goods from the industry to the people. And hence it will rise the economy of a country.

And due to all these benefits that are brought by transportation, then it is advised to maintain and develop proper and well transportation system to ensure, the effective distribution of goods and services together with the movement of people from one place to another, and thus will lead to the development of not only the economy of a country but also the country in general.

In extract 10.2 the candidate managed to identify and elaborate the importance of transportation sector to the economy of Tanzania.

2.4.3 Question 11: Environmental Issues and Management

The candidates were required to explain eight environmental problems related to the rapid population growth.

Few candidates (41.7%) opted this question, of which 25.3 percent scored 0, 49.3 scored between 1 and 3 and 13.3 scored between 4 and 5 out of 10 allotted marks for this question.

The candidates who performed poorly could not identify eight (08) environmental problems related to the rapid population growth. Some of them explained the general impact of population growth and others elaborated the environmental factors influencing distribution of population. Extract 11.1 is a sample of the responses of the candidates who did the question poorly.

Extract 11.1

11.	Environment is anything that surrounds you.
	Environment can be affected by rapidly population growth. Rapid population growth is one of the environmental problems.
	Outbreak of Diseases is one of the environmental problem that is brought due to rapid population growth. There is because where there is a lot of people there is no good environmental conservation hence lead to outbreak of diseases like cholera, Tuberculosis and Malaria.
	Rapid population growth leads to the environmental pollution. Environmental pollution is a results of not conserving the environment well.

High death rate, this can also be caused by the rapid population growth and also leads to the environmental problems. High death rate is caused because people do not conserve the environment well. Where people died because of outbreak of diseases and dirty environment.

Bad climatic condition, where there is rapidly population growth there must have bad climatic condition due to no presence of enough air. This is the environmental problems.

Lack of enough food, this is because of having many people so the food can not be supplied well. This is also the environmental problems because people do not get enough food due to the infertility of the soil.

Poor infrastructure, rapid population growth leads to the poor infrastructure because the population is very high and hence leads to the poor infrastructure.

Poor soil fertility, this is because, evidence to the overgrazing of the cattles and the cultivation of only one type of crops (mono cultivation) in a given area which leads to the poor soil formation.

Infant mortality rate, where the population is high causes the environmental problem which leads to infant mortality rate.

The above list explain how the rapid population growth causes the environmental problems in the society.

In the extract 11.1 the candidate combined different factors, some of which affect population distribution such as; climatic conditions, infrastructure, soil fertility while others affect population change such as; high death rate and infant mortality rate.

A total of 7.2 percent of the candidates scored between 06 and 08 marks, of which only 0.1 percent scored 08 which was the highest score out the 10 allotted marks.

Those few candidates who performed relatively well could identify and explain the problems related to the rapid population growth such as; over use of natural resources; serious soil erosion; spread of diseases, complication of conservation and waste management activities; destruction of water resources and reduction of the area for natural habitat. Extract 11.2 is a sample of candidate's good response.

Extract 11.2

11 Rapid population growth is the rapid increase of population in a certain area. Environmental problems are the bad events /occussion that occur to the ~~environm~~ environment. The following are some of the environmental problems related to population growth.

Deforestation. This is the cutting down of trees. It occurs due to population growth in an area. This is because people need to use tree for different purposes like firewood and construction. Hence, rapid growth of population increases deforestation.

Pollution. It is the addition of unwanted material /pollutants to the environment. Due to rapid growth of population then more wastes is produced and cause terrestial and aquatic pollution.

Burning of vegetation. It involve the burning and use of fire to clear out land. The vegetation is burnt down. With a rapid increase of population many people will demand more land and clear it by burning the vegetation.

Loss of biodiversity. This is the decrease or total extinction of certain species in the planet. Due to rapid growth of population, people will tend to do poaching and hunt wild animals illegally. This will facilitate the loss of biodiversity. For example the black ~~ext~~ rhinoceros are almost extinct due to poaching activities in wildlife reserves.

Destruction of land forms and physical ~~ph~~ features. With an increase of population near water bodies then fishing activities will increase. Some fishermen use

11 dynamite explosive when fishing. These explosives kills the fish and also destroys the sea and ocean floor causing destruction of marine physical features.

Land exhaustion. This is the loss of soil fertility. It is caused by poor farming methods. With a rapid growth of population results to shortage of arable land. This influences the growth of a certain type of crops which results into land exhaustion.

Soil erosion. This is the wash away of the top layer of the soil by the agents of erosion. Rapid growth of population causes since many people cut down trees and burn vegetation which protect land from soil erosion. Without vegetation then soil erosion occurs in the presence of rain or strong wind.

Land degradation. This is the deduction or decrease of land productivity. It is caused by poor waste disposal. In a place where population is rapidly growing, many people do not use the correct methods of waste disposal and cause land degradation.

Rapid population growth occurs mainly in urban areas where there is good social services. Many people migrate to urban areas. The rapid population growth can be prevented by the government by providing adequate social services national wide and emphasize on family planning in order to control the number of born children.

In extract 11.1 the candidate explained the environmental problems related to the rapid population growth. Some of his/her points are repetition of other points such as land degradation and land exhaustion; deforestation and burning of vegetation.

2.4.4 Question 12: Human Population

The question required the candidates to (a) describe five objectives of conducting census in a country and (b) explain three limitations of census in African countries.

This question was opted by 34 percent of the candidates of which 16 percent scored 0, 62 percent scored between 1 and 5 out of 10 allotted marks. Some of these candidates misinterpreted characteristics of census such as *universality within a specified territory, periodicity, specificity, individual enumeration and simultaneity* instead of the objectives of census. Other candidates who scored zero could neither describe the objectives of conducting census nor explain the limitations of census in African countries, they wrote irrelevant information.

On the other hand 17 percent of the candidates scored between 6 and 9.5 marks, of which only 0.1 percent scored 9.5 which was the highest score out of the 10 allotted marks. Those candidates who did well in this question managed to describe the objectives of conducting census in a country and identified the limitations of census in African countries such as; *lack of fund; problem of omission of some members of the family; low awareness in some African communities; language barrier; political instability due to civil wars; and problem of transportation and remoteness of some places*. Extract 12 .2 illustrates this point.

Extract 12.2

12.	<p><u>CENSUS IN A COUNTRY.</u></p> <p>Census is the process of compiling, collecting and publishing demographic, social, economic data, pertaining to all specified time or times of all populati people in a country or delineated territory.</p> <p>Census can be distinguished as de jure and de facto according to approaches and it can be decennial or quinquennial according to time.</p> <p>To any country census is important as its major aims are as follows;</p>
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To provide account of all people in a country in terms of age-sex, this is important as it helps in social and economic planning as well as it helps in estimating death rates, birth rates and growth rate in a country.

Census also aims at giving an elaborated structure of labour force in a country in terms of nature, size and distribution, this is important to a country as it helps in knowing the number of people who are employed into various sectors like mining sector, industrial sector and other sectors for economic development reasons.

Also census aims at giving an account of the number of illiterates and literates levels present in a country, through knowing these informations the government can be able to analyse the possible solutions so as to enable the illiterates people to catch up with education and how to esteem the literates people so as to raise the economy of the country.

Also census helps at giving an elaborate information on the household and housing conditions in terms of occupancy, ownership of property and the living conditions of most of the people in a country.

Lastly census helps it aims at giving a real picture of all population in a country, villages present wards and regions so as to plan well the distributions of various services in a country.

But despite of census having good aims yet it has got some its ~~limits~~ limitations for it to be conducted appropriately. The limitations factors of census include.

12 Expenses; due to its expenses census has not been able to take place in mostly part of the world. Tanzania being an example of them; census is expensive as it needs to train the officials (personnel) provide them with transport, food and wages also. this makes census not to take place due to lack of finance.

Late submissions; The late submissions occur at different part of country due to lack of good transport facilities and remoteness of some areas, this becomes difficult to access them hence late submission of the data at the demographic head quarters.

Lastly is the political factors; some times due to political arrests, civil wars like Rwanda, Somalia and Burundi, it becomes difficult to enumerate the people as due to the hostile nature of the area hence it limits the census activity to take place.

Conclusively, the government should try to set aside a big budget so as to ensure that the census activity takes place smoothly without any limiting factors.

In extract 12.2 the candidates showed the understanding of the requirement of the question although he/she used a wrong word for enumeration. He/she used 'account' instead of count. It has been observed that most of the candidates had a problem in expressing themselves in English Language.

3.0 CONCLUSION

The performance of Geography paper for the Certificate of Secondary Education Examination (CSEE) for school candidates in 2012 was relatively fair.

As it has been noted in this report that, candidates' poor quality of the responses was influenced by one or a combination of the following reasons; in ability of the candidate to identify the requirement of the questions; lack of knowledge of the concepts related to questions; in ability in using English language; incompetency in different skills such as mathematics, drawing and writing.

Failure to identify the requirement of the questions and misinterpretation was a serious limitation of performance observed in most candidates' responses in many questions.

4.0 RECOMMENDATIONS

In order to improve the performance of prospective candidates, it is recommended that:

- (a) Teachers should make sure that all topics are well covered in so that candidates can be knowledgeable in all specified areas according to the syllabus.
- (b) Practical activities in different topics such as Research, Survey, Statistics and Map reading should be conducted by students.
- (c) Students should be encouraged to improve different skills such as mathematical, drawing, writing and transfer of knowledge.
- (d) Students should be encouraged to use English language in their day to day communication so as to improve their language proficiency.
- (e) Teachers are advised to guide the students on how to identify the task/requirement in a given questions.

