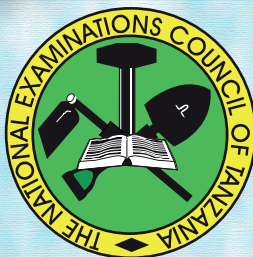# THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

EXAMINERS' REPORT ON THE PERFORMANCE OF CANDIDATES CSEE, 2014

013 GEOGRAPHY
(For School Candidates)

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2014 Examiners' Report on the performance of the candidates in the Certificate of Secondary Education Examination (CSEE) in the Geography subject. This report has been prepared so as to provide feedback to the candidates, teachers, policy makers and other stakeholders on how the candidates answered the questions. The candidates' responses indicate the extent to which the topics were covered and understood by the candidates in their four years of Secondary Education.

In this report, issues which contributed to candidates' good/poor performance in each question have been analysed. The analysis presented in this report is intended to contribute toward the understanding of some of the reasons behind the performance of candidates in Geography subject. This report highlights some of the factors that made the candidates perform well in some questions. Such factors include enough knowledge on subject matters, ability to identify task of the questions, good mathematical, drawing and essay writing skills. On the other hand, the report highlights factors that made some candidates to score low marks in some questions such factors includes inabilities to identify the task of the questions, lack of enough knowledge on the topic(s), lack of mathematical, drawing, essay writing skills and poor masterly of English language. The analysis of each question has been done and the strengths and weaknesses shown by the candidates in answering the questions have been exposed.

The National Examinations Council of Tanzania believes that this feedback will enable different education stakeholders to take the right measures to improve the teaching and learning processes as a remedy to the weaknesses identified in this report. Moreover, the National Examinations Council of Tanzania believes that if all the recommendations given in this report will be addressed accordingly, the prospective candidates will be equipped with relevant skills and knowledge which in turn will enable them to pass their examination.

Finally, the National Examinations Council of Tanzania would like to express its appreciation to various people who played a key role in the preparation of this report. The Examinations Council will appreciate comments and suggestions from the teachers, students and other education stakeholders which will help to improve the future Examiners' reports.

Dr . Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Certificate of Secondary Education Examination (CSEE) 2014 in Geography paper covered the 2005 syllabus and adhered to the 2008 Examination Format. The paper consisted of four (4) sections namely; A, B, C and D. Questions in section A, B and C were compulsory. Sections A and B had three questions and section C had two (2) questions. Section D was comprised of four (4) essay type questions which were set into two parts and 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 candidates in Geography subject who sat for the Certificate of Secondary Education Examination (CSEE) in 2014. It aims at giving feedback to the education stakeholders on the performance of the candidates on each question by indicating their performance, what the candidates were required to do and their strengths and weaknesses in their responses.

The number of candidates who sat for this paper in November 2014 was 339,600 of which 37.95 percent passed. The majority of candidates (62.1%) failed in this examination by scoring grade E (40.58%) and F (21.43%). However, this performance shows an increase of 4.11 percent when compared to the CSEE 2013 performance in Geography Examination in which only 33.84 percent of the 351,639 candidates passed and 66.10 percent failed. The tables below show the 2013 and 2014 candidates' grades.

Table 1: Candidates' Grades in CSEE 2014, Geography Examination

Grade	A	B+	B	C	D	E	F
% of candidates	0.02	1.68	6.94	17.03	12.28	40.58	21.43

Table 2: Candidates' Grades in CSEE 2013, Geography Examination

Grade	A	B+	B	C	D	E	F
% of candidates	0.01	0.65	3.38	10.80	18.99	23.92	42.18

Samples of the candidates' responses have been extracted from the candidates' scripts and attached to illustrate their responses. It is expected that the report will be useful to education stakeholders and will enable

teachers and students to improve the teaching and learning of Geography Subject.

2.0 ANALYSIS OF THE CANDIDATES PERFORMANCE IN EACH QUESTION

2.1 Section A: Physical and Mathematical Geography

2.1.1 Question 1 - Multiple Choice Items

This question consisted of 10 multiple choice items constructed from physical and mathematical Geography topics which are taught in form one and form three. The candidates were required to choose the correct answer among the given alternatives. Each item worth 1 mark making a total of 10 marks.

This question was attempted by 98.1 percent of all the candidates of which 16.4 percent scored a 0 mark, 78.5 percent scored from 1 to 4.5 marks and 5.1 percent scored from 5 to 9 out of 10 marks allotted for the question.

Generally the performance of the candidates in this question was poor. The following analysis shows the strengths and weaknesses of the candidates' responses in each item.

Item (i) required the candidates to differentiate between zeugens and yardangs. The candidates who chose a correct answer A "position of the rock strata" were aware of wind erosional features specifically, the arrangement of rock layers (strata). However, those who chose distractors B "position of the rock in the slope" C "place of formation", D "colour of the rock on which they are formed" and E "the type of rock on which they are formed" failed to understand that both zeugens and yardangs are wind erosional features which are found on the earth's surface, have the same colour and type of the rock, but they differ in arrangement of their rock layers. Zeugens rock layers are arranged horizontally while in yardangs layers are arranged vertically. Such candidates proved to have limited knowledge on structural arrangement of rock layers in desert landscape.

Item (ii) required the candidates to identify the name given to an old stage of the river among the given options. The candidates who chose a correct answer C "plain stage" were familiar with the stages of river development and associated names given in each stage. On the other hands, some candidates who chose D "Mature Stage" probably related the term "mature" with "old" because mature means grown-up/older. Likewise the term old means aged/mature but in the river development stages, mature and old stages are referred to as valley and plain stages respectively. However the candidates who chose A "Valley stage" B "Torrent stage" E

"Youthful stage" though they probably had an idea that these were stages of river development but they were not familiar with specific names associated in each stage.

Item (iii) required the candidates to identify the correct date in which a summer solstice occurs in the Northern hemisphere. The candidates who chose a correct answer E "21st June" had knowledge on the seasons of the year which result from the revolution of the earth. The candidates who opted for A "23rd September", B "21st September", C "22nd December" and D "21st March" might had a general knowledge on the revolution of the earth but they failed to identify the specific date for the occurrence of summer solstice in the Northern hemisphere.

Item (iv) required the candidates to give a reason as to why Stevenson's box is painted by white colour. The candidates who opted for correct answer A "improve insulation" had knowledge about the effects of direct sun rays on the Weather Station. On the other side the candidates who chose distractors B "be seen clearly" and C "decorate it" were probably trapped by the reason that white colour shines and attracts to the extent of being seen clearly but they failed to reveal a specific motive of painting the white colour on Stevenson's box. Moreover the candidates who opted for distractor D "allow thermometers to be placed" and E "allow movement of air" failed to understand the specific reason which make Stevenson's box to be painted with white colour thus they confused the rationale of the white colour on the box with the general descriptions of the Stevenson's box.

Item (v) required the candidates to give an alternative name of stony desert. The candidates who were able to choose the correct answer B "reg" were familiar with an alternative name of stony desert which is an extensive stretch of low lying land in a desert region covered with small pebbles and gravel. However, some candidates were probably attracted by option A "hamada" and B "erg" because both are alternative names of the types of desert surface whereby hamada is called rocky desert and erg is a sandy desert while those who opted for C "barchan" and E "rock pedestal" might have confused types of desert surface with features formed by wind action in the deserts.

Item (vii) required the candidates to identify two lateral forces which act away from each other. The candidates who opted for correct answer E "Tension forces" were knowledgeable about forces which operates along a

horizontal plane within the earth's surface in opposite directions. Those who opted for B "Orogenic forces" failed to understand that Orogenic forces act within the earth's crust either horizontally or vertically while those who opted for distractor A "Horizontal forces" failed to understand that horizontal forces include both tensional and compresional forces which operate within the earth's surface. Moreover, the candidates who opted for distractor C "Vertical forces" failed to understand that vertical forces are upwards and downwards forces and those who chose distractor D "Compression forces" failed to understand that compressional forces act towards each other.

Item (viii) required the candidates to identify the process which turn water vapour into water droplets. The candidates who chose the correct answer D "Condensation" were aware of the process of rain formation in which water changes from gaseous state to liquid. This occurs when air become saturated. The candidates who opted for A "Evaporation", B "Convection", C "Saturation" and E "Transpiration" might have been attracted by these distractors because both are involved in the whole process of rainfall formation but their difference is that, evaporation is a process by which water changes directly into vapour or gas, convection is a method of heat transfer caused by the movement of air and saturation is a condition in which the atmosphere cannot sustain additional water vapour while transpiration is a process whereby plants loose moisture through the stomata on leaves surfaces. Thus distractors A, B, C and E are not processes which turn water vapour into water droplets rather they are involved in the whole process of rainfall formation.

Item (ix) required the candidates to identify the feature produced by ice action as a result of both erosional and depositional activities from the given options. The candidates who opted for the correct answer C "Erratic" were aware that erratic is a boulder carried by a glacier or an ice-sheet and deposited where the ice melts normally away from its source. The candidates who chose option A "Arête" B "Hanging valley" and D "Cirque" were not aware that, such features result from erosional activities but their formation do not involve deposition action while the candidates who opted for E associated "Roche Mountonee" with deposition features since it is found in the glaciated low land in which depositional features are found but in real sense this feature does not involve depositional process.

Item (x) required the candidates to identify the name of earthquake waves that travel within the earth's crust. The correct answer was E "Body waves" which was chosen by the candidates who were aware that body waves travel within the earth's crust. The candidates who opted for A "focus" and B "epicentre" probably associated these terms with earthquakes but a focus is the place where earthquakes waves originate and epicentre is the place where earthquake waves emerge therefore in real sense both have nothing to do with movement of earthquake waves. The candidates who chose C "seismic" and D "surface waves" failed to understand where surface and seismic waves pass. Moreover, some candidates who opted for distractor D "surface waves" were probably attracted by the presence of the word "waves" in the question but surface waves are light waves travelling at the top of the earth's crust (i.e. lithosphere) and not within the earth's surface.

2.1.2 Question 2 - Matching Items

The question required the candidates to match items (i-v) in list A with responses in list B by writing the letter of the correct response beside the item number. The responses in part B were A "Laccoliths" B "Caldera" C "Sills" D "Volcano" E "Lava" G "Dyke" H "Cone let" I "Batholiths" and J "Lava cones". Each item carried 1 mark making a total of five (5) marks in this question.

This question was attempted by 98.1 percent of all candidates of which 30.5 percent scored a 0 mark, 59 percent scored from 1 to 3 marks and only 10.5 percent scored from 4 to 5 of the allocated marks. The trend of the performance shows that the question had an average performance. The following analysis shows how candidates performed in each item.

Item (i) required the candidates to identify the name for a mass of magma which has emerged on the earth's surface. The candidates who managed to match the correct option E "Lava" had knowledge that molten material is called magma when it is below the earth's surface but when it reaches the surface of the earth is called lava. However some candidates opted for distractor D "Volcano" which is closely related to lava because both originate from magma but volcano is a solidified heap of lava. The candidates who chose other distractors had limited knowledge on the concept of magma since such distractors have no any relationship with magma.

Item (ii) required the candidates to identify the proper name of a wall like feature which is formed when magma cuts across a bedding plane. The candidates who matched it with a correct option G "Dyke" had knowledge that dyke is a mass of solidified magma that cut across or discordant a bedding plane in a wall like feature. However, some candidates opted for distractor C "Sills" which is closely related to dyke probably due to the fact that both "Sills" and "Dykes" are intrusive volcanic features but sills are formed horizontally along the bedding plane while dykes are formed vertically across the bedding plane. Other distractors which were chosen were irrelevant to the question.

Item (iii) required the candidates to identify the proper name of a sheet of magma which lies along a bedding plane. The candidates who managed to match it with correct option C "Sills" were familiar that a sill is a horizontal lied solidified magma between the bedding planes of rocks. However, the candidates who opted for distractor G "Dyke" which is closely related to "Sills", failed to understand that a dyke is formed across the bedding plane and not along the bedding plane. The candidates who opted for other options had limited knowledge since such options were irrelevant to the item.

Item (iv) required the candidates to identify the name of a large mass of magma which often forms the root of a mountain. The candidates who matched it with correct answer I "Batholiths" had knowledge that a batholiths are large dome-shaped masses of igneous rock usually granite, extending down to great depth, resulting from the intrusion of magma. The candidates who opted for A "Laccoliths" might have confused laccoliths with batholiths. This confusion might have been caused by the fact that laccolith and batholith are intrusive volcanic features but the former lies near the earth's surface while batholiths extend down to great depth. The candidates who opted for other distractors had limited knowledge of intrusive volcanic features.

Item (v) required the candidates to identify a correct name for a dome-shaped feature formed when magma push up the overlaying layers. The candidates who managed to match with the correct response A "Laccoliths" had knowledge that laccoliths is an intrusive volcanic features resulting from magma intruding stratified rocks and raising the overlying strata into an arm chair like shape near the earth's surface. The candidates who opted for I "Batholith" might have confused batholiths with A "Laccoliths" since

both are formed within the earth's surface but they differ in appearance and places of their locations. Those who opted for other distractors obviously had limited knowledge on the nature of eruption of intrusive volcanic features.

2.1.3 Question 3 - Physical Geography

This question had two parts (a) and (b). Part (a) required the candidates to explain four mechanisms developed by plants in semi-arid regions to adapt drought conditions while part (b) required the candidates to describe the characteristics of equatorial forest. The total marks allocated for this question were 10. The question was attempted by 98.1 percent of all candidates in which 67 percent scored a 0 mark, 28.4 percent scored from 1 to 4 marks and 4.6 percent scored from 5 to 10 marks. This question was performed poorly.

The candidates who scored a 0 mark provided irrelevant responses in both parts of the question, for example part (a) which instructed them to explain four mechanisms developed by plants in semi-arid regions to adapt drought conditions, some of the candidates mentioned processes of rain formation while others explained causes of drought such as; deforestation, burning of bushes and grasses. These candidates were probably attracted by the word drought condition which appeared in the question. Others candidates explained ways of improving agriculture like availability of capital, availability of labour and good storage facilities. Such candidates were probably attracted by the word "plants" which appeared in the question hence associated it with agriculture.

In part (b) these candidates failed to describe characteristics of equatorial forest, for instance some explained the advantages of forests such as; source of timber, attracts rainfall and provide charcoal while others explained on characteristics of equatorial climate such as; high rainfall, high temperature and high humidity. These candidates failed to differentiate between characteristics and advantages also they confused between characteristics of equatorial forest and equatorial climate. Extract 3.1 is an example of such poor responses.

Extract 3.1

3(a)	i) Saturation			
	ii) Convection			
	iii) Condensation			
	iv) Evapuration			
3(b)	i) Provision for Rainfall			
	ii) provision for environment			
	iii) Provision for climatic condition			
	iv) Provision for Living things			

Extract 3.1 is a sample of the response from a candidate who provided irrelevant answers by mentioning processes of rain formation instead of mechanisms developed by plants in semi-arid regions to adapt drought condition and provided the importance of forest instead of characteristics of equatorial forest.

Among the candidates who scored from 1 to 4 marks, had partial knowledge on the subject matter. Their strengths in responses were such as mentioning correct points on mechanisms developed by plants to adapt drought conditions in semi-arid regions in part (a) and mentioning only few characteristics of equatorial forest without any explanations in part (b). The weaknesses of these candidates were failure to give correct explanations on the mechanism developed by plants in semi-arid regions to adopt drought condition in part (a). Moreover, they mixed up the description on characteristics of equatorial climate with equatorial forests in part (b).

The candidates who scored from 5 to 10 marks managed to answer the question relatively correct. They explained four mechanisms developed by plants in semi-arid regions to adapt drought conditions such as; development of long roots, development of special storage organs, developing special leaves, developing hard barks to prevent water loss and production of seeds which are dormant for years until rain falls. Furthermore, they were able to provide relevant descriptions of the characteristics of equatorial forest such as; they are evergreen trees with broad leaves, dominated by hardwood trees, contain great varieties of plants which are closed together and its forests consists three layers. The

variation of their marks was caused by difference in strengths of their answers. Extract 3.2 is an example of a correct response.

Extract 3.2

3. (a) Four mechanisms developed by plants in semi arid regions to adapt drought conditions:	
(i) They have thin leaves. They have thin leaves so as to reduce the rate of transpiration. Transpiration is the loss of water in form of vapour through the stomata of the leaves. Thus the plants on the arid areas have thin leaves to reduce the loss of water through transpiration process.	
(ii) They undergo shedding of the leaves during dry season. The plants in the arid regions shed the leaves so as to reduce the rate of water loss through the leaves. This mechanism helps these plant to retain water and so to count counter drought conditions. Example: baobab tree.	
(iii) Some plants are thorny. Some of the plants in the semi arid regions are thorny. This is to reduce the effect of water loss. These plants do not have the leaves. Thus through absence of leaves, there is no transpiration and water content is retained. Example: Cacti plants are thorny.	
(iv) They have succulent stems. The plants found in the semi arid areas have the succulent stems filled with the thick layer of cuticle. This helps to reduce the rate of water loss through cuticular transpiration. For example cacti trees (plant) have succulent stems to reduce the effect of water loss.	
(v) They Some are deep rooted. Some plants in the semi arid areas have deep roots to tap water.	

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3. (b) Characteristics of Equatorial forests.

(i) They are always evergreen.
The Equatorial forests are always evergreen. This is due to the presence of high amount of annual rainfall. The equitorial areas receive much rainfall per year. So this influence the forests in the equatonal regions to be evergreen. For example: the Ituri forests and Amazon forests are always evergreen due to reception of high annual rainfall amount and suitable temperature.

(ii) They are dense and nucleated forests.
The Equatorial forests are densely packed to each other. They are not scattered like forests in other climatic regions. They dense due to the presence of high amount of annual rainfall. This promotes the growth of the forest in a nucleated pattern. They are also dense forests. For example Trees in the Amazon forest in Brazil are densely packed due to high amount of rainfall received in those areas per year.

(iii) They have intercalary Canopy. (The trees have canopy).
The trees in the equatorial forests have intercalary canopy so as to allow easy flow of water down to the ground. During rainfall, the received water is drained toward the ground by the intercalary canopy. For example the Rosewood, Mahogany trees have the intercalary canopy.

Extract 3.2 is an example of a response from a candidate who explained four mechanisms developed by plants in semi-arid regions to adapt drought conditions. Moreover he/she was able to describe the characteristics of equatorial forest relatively correct.

2.2 **SECTION B: Application of statistics, Introduction to Research and Elementary Surveying**
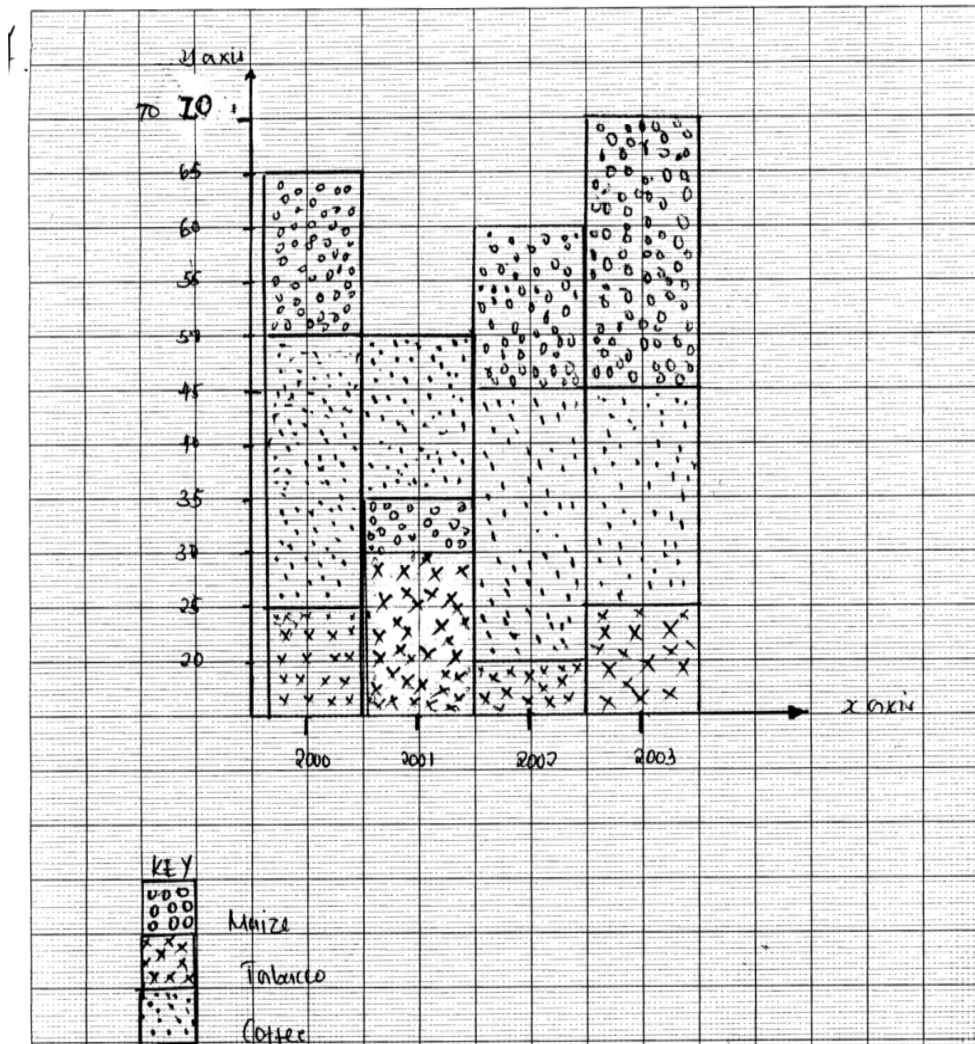
2.2.1 **Question 4 - Application of Statistics**

This Question required the candidates to study the table provided which shows agriculture production in Tanzania from 2000 to 2006 in '000 tonnes then answer the given questions. The question had two parts (a) and (b). In part (a) the candidates were required to present the data by using a grouped line graph while in part (b) the candidates were required to comment on the nature of production. Total marks allocated for this question were 9.

The question was attempted by 98.1 percent of all the candidates of which 26.1 percent scored a 0 mark, 46.1 percent scored from 1 to 4 marks and 27.8 percent scored from 5 to 9 marks. The general performance in this question was average.

The responses of candidates who scored a 0 mark levelled several weaknesses such as presenting the data using compound bar graph, divergent bar graph and pie charts in part (a) and explaining how some crops are used such as, maize is used for food while tobacco and coffee are used for drinks in part (b). Extract 4.1 is an example of such a poor response.

Extract 4.1

4	(b)(i) maize
	(i) Tobbacco
	(ii) coffee
	because maize, tobacco, coffee and to planta
	tion agriculture and Important in nationa
	L and to live power of god.

Extract 4.1 is a part of the answer of the candidate who presented the data by using compound bar graph and failed to comment on the nature of production.

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Some candidates who scored 1 to 4 marks had some strength in their responses as they were able to present the data by using a grouped line graph and provided comments on only one crop on the trend of production but they failed to write appropriate title and present a grouped line graph. Furthermore, they mixed up vertical and horizontal scale, dependant and independent variables. Moreover, they provided partial comments on the nature of production. Variations of their strengths and weaknesses caused their scores to range from 1 to 4 marks.

The candidates who scored from 5 to 9 marks managed to present the data by using a grouped line graph with consideration of all the important requirements such as relevant title, X and Y axis, scale (both Vertical and Horizontal), correct graph presentation, key and relevant comments on the trend of agriculture production. However their marks range from 5 to 9 depending on the clarity of their answers. Extract 4.2 is an example of a candidate who performed well in this question.

Extract 4.2

4.a) A GROUPED LINE GRAPH TO REPRESENT CROP PRODUCTION FROM THE YEAR 2000 TO 2000's IN '000' TONNES

Horizontal scale
2cm represent one year
Vertical scale
1cm represents 5000
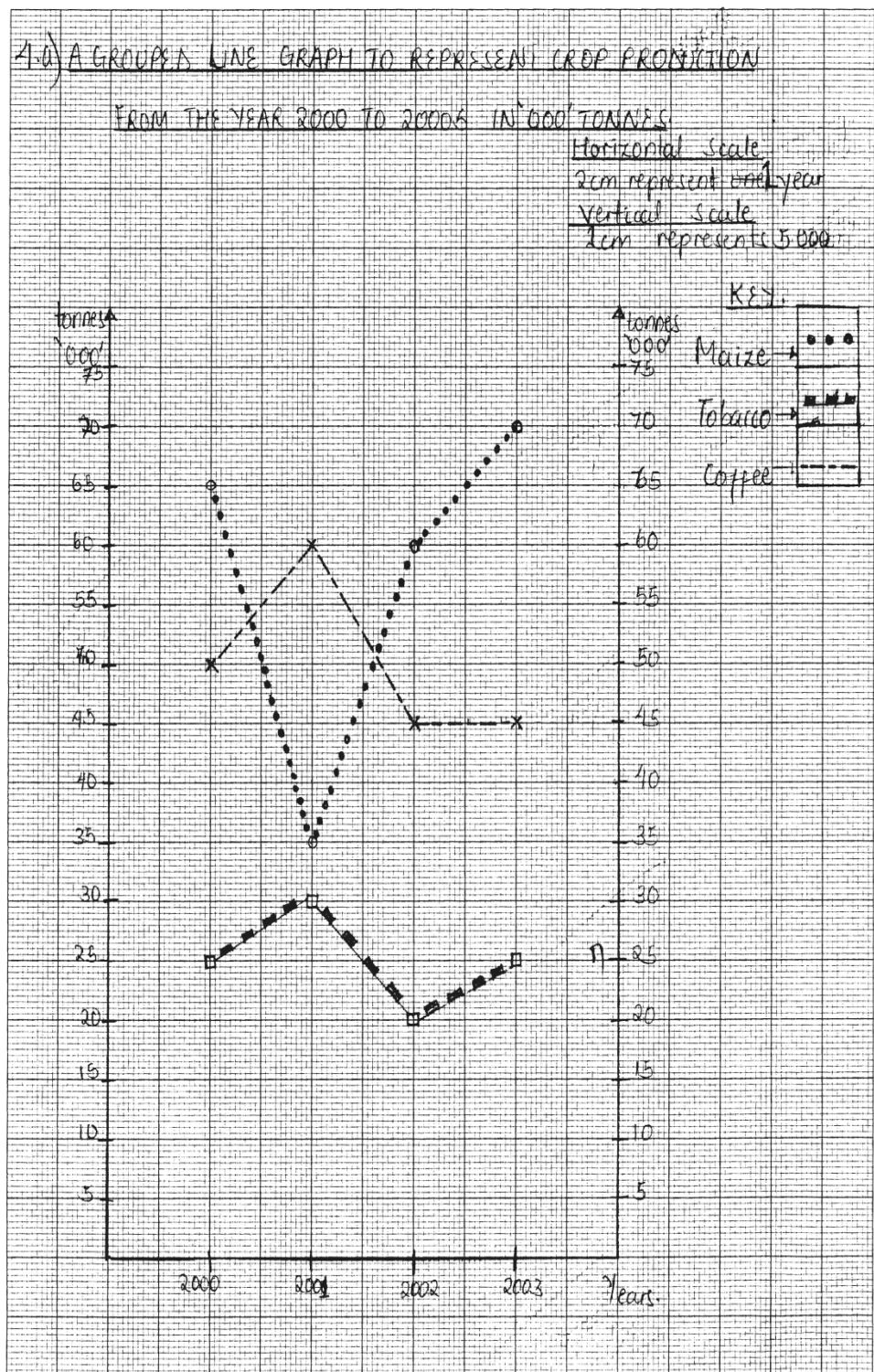
4 (b) The nature of production

- The production of maize in the year 2000 was high due to the use fertilizer, good agronomical practices such conserving soil fertility and application of manure

✓ On the year 2001 the production of maize fell down may be due to the presence of diseases and pests, bad use of agronomical practice, and bad use of fertilizers and manure.

✓ On the years 2002 and 2003 the production of maize was high due to the use of fertilizers high amount of rainfall and application of manures and fertilizer

- ✓ The production of Tobacco in the year 2000 and 2003 was the same due to medium rainfall and application of fertilizers

✓ On the year 2001 the production was high due to high amount of rainfall, and good use of fertilizer and manure.

✓ On the year 2002 the production fell down due to presence of diseases and low amount of rainfall and poor application of fertilizers.

- ✓ The production of coffee in 2000 was at medium due to medium rainfall.

✓ On the year 2001 the production was high due to good use of fertilizer and manure and high amount of rainfall.

✓ On the years 2002 and 2003 was the fell down and was the same due to low amount of rainfall and presence of diseases and pests.

Extract 4.2 indicates a response from a candidate who answered the question relatively correct by drawing a grouped line graph, inserting a title, X and Y axis, scale (both Vertical and Horizontal) and a key. Also he/she provided relevant comments on the nature of production.

2.2.2 Question 5 - Introduction to Research

This question was composed of three parts in which the candidates were to (a) define research problem, (b) name four sources of research problem and (c) explain four characteristics of research problem. Total marks allocated for this question were 9.

The analysis of the performance in this question shows that 98.1 percent of the candidates attempted this question whereby 78.1 percent scored a 0 mark, 21 percent scored from 1 to 4 marks and very few candidates (0.9%) scored from 5 to 9 marks. The general performance of this question was poor.

The candidates who scored a 0 mark provided irrelevant responses, for example in part (a) some of them defined the term research problem as problems which are taking place during collection of data while others misunderstood the question by defining the term problem instead of research problems. Possibly such candidates were influenced by the word problem which was in the stem of the question. Likewise those who defined research instead of research problem might have been attracted by the word research hence this confusion led them to misconceive the question demand. In part (b) some mentioned stages of conducting research and mentioned types of research such as basic and applied research while others explained on methods of collecting data in research like interview and questionnaire. Moreover in part (c) some explained the importance of research and objectives of research while others explained on the problems facing a researcher in the process of conducting research. Failure to understand the demands of the question caused these candidates to provide such wrong responses. Extract 5.1 is an example of such responses.

Extract 5.1

	SECTION B:	
5.(a)	Research problem	
	Are the obstacles /things that make difult in conducting a research.	
	(b) Sources of research problem.	
	• Language barrier.	
	• Bad climatic condition.	
	• Poor transport and communication systems.	
	• Financial problems.	
	(c)	
	(C) Characteristics of research problem.	
	• It is difficult to conduct it.	
	• Wasts a lot of time.	
	• Providing wrong information.	
	• Mis understand between researcher and researched people	
	• It is costfull.	

Extract 5.1 is a sample of candidates' responses who defines research problem as difficulties, moreover she/he provided irrelevant responses in part (b) and (c).

The candidates who scored from 1 to 4 marks were not much familiar with research topic for example, they managed to produce relatively well, all or either of the following, define research problem and explain some characteristics of research problem and mention few sources of research problems. However, they failed to give the required sources of research problem and to give the required number of characteristics of research problem as the question demanded. These weaknesses caused their scores to be not more than 4 marks.

The candidates who managed to score from 5 to 9 marks had good knowledge of on the subject matter, for instance they were able to define research problem as an idea of interest or question which a researcher needs to investigate so as to determine the hidden truth. Moreover they managed to provide four sources of research problem such as personal experience, literature review, and practical issues in the society, induction from theories, technology and information from experts. These candidates were able to explain characteristics of research problem such as being researchable, clear and precise, ethical and carrying theoretical and practical significance. However, the clarity of their answers differed leading to the variations of their marks from 5 to 9. Extract 5.2 is an example of the response of the candidate who performed well.

Extract 5.2

5 a).	Research Problem is an idea of interest or questions which a researcher needs it to research so as to determine the hidden truth and to be familiar with it. Research Problem can be fall in Agriculture Productions, social Problems and orthers.	
5(b)	Research Problem it's generally obtained by a researcher by the following sources.	
	(1) Personal experiance. On can obtain obtain a idea of interest just due to it's own experiance.	
	iy from different theories stated from orther People.	
	iy from leading different books leddings in a library Libray and in any Place where a Person gets Sum questions and can for Proved through research.	
	iv/ Due to existing current Problems.	

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5(c)	Research Problems must have the following characteristics so as to be good and understood by all people.	
	It must be clearly and well understood. A researcher must creat a research problems which is clear and well understood by people.	
	It must be researchable. The research problem obtained it must be have proved that it can really be researched easily because of of questions and Problems they cannot be easily researched so ones chosing your problem you must consider can the data be obtained or not.	
	It must have a specific goal and objectives. A good research problem have fin goal and objectives settled by a researcher so that it can be beneficial to the people after conducting it	
	It must be beneficial to all people economically, socially and culturally. The research Problem must be benefial or can be used by the society inlarge such as solving Problems and ortlar ecomie activities.	

Extract 5.2 represents a sample from a candidate who managed to define research problem, name four sources of research problems and explain four characteristics of research problem.

2.2.3 Question 6 - Elementary Surveying

This question had two parts (a) and (b); in part (a) candidates were required to give the meaning of chain survey while in part (b) candidates were required to give the main use of the equipments used in a simple chain survey such as (i) Pegs, (ii) Cross staff, (iii) Arrows, (iv) Tape, (v) Chain, (vi) Ranging rods, (vii) Field sheet and (viii) An optical square. The total marks allotted for this question were 9.

The question was attempted by 98.1 percent of all the candidates of which 26.1 percent scored a 0 mark, 48.3 percent scored from 1 to 4 marks and 25.6 percent scored from 5 to 9 marks. This question had an average performance.

The candidates who scored a 0 mark failed to define chain survey and to give the main use of the equipments used in simple chain survey. Some candidates defined a chain instead of chain survey while others gave the meaning of survey. Such candidates might have been attracted by the word chain and survey. Moreover some candidates misunderstood the question by drawing the equipments used in chain survey instead of giving the uses of simple chain survey equipments while others gave incorrect explanations on the uses of such equipments. Extract 6.1 demonstrates the candidates' weaknesses in this question.

Extract 6.1

6.	(a) Chain Survey is the type of servey which use the chain to avoit arr arr arrows.	
	by i) Pegs this's main use to writting the nots of Process of Survey.	
	ii) Cross staff refer to the one way of sa Survey which to avoid the arrows	
	iii) Arrows This is the proce arro of the obstaces of Survey.	
	iv) Tape due to use for figh the level of Surveying of the chain Surveyr	
	v) Chain due to the use for avoiding the Problem of arrowing in the Process of chain Survey	
	vi) Ranging rods due to use the for the Sharding the different Process of Staps.	
	vii) Field Sheet due to use the parking the document of other process of chain Survey.	
	An optical Square; for due to use for Proving the the Square of Suu the process of chain Survey.	

Extract 6.1 is a sample of a response from candidate who provided wrong definition of chain survey and incorrect explanations on the uses of simple chain survey's equipments.

The candidates who scored from 1 to 4 marks showed some strength in their answers which make them to differ with the previous group. They were able to define the concept of chain survey in part (a) and in part (b) they gave few correct uses of simple survey equipments. The observed weaknesses in their responses were grammatical errors in defining chain survey and giving wrong uses on some of the equipments used in simple chain survey. However variation of clarity in their responses made their marks to range from 1 to 4 marks.

The candidates who scored from 5 to 9 marks managed to give the meaning of chain survey relatively correct. Furthermore, they were able to explain correctly the function of simple survey equipments such as; (i) Pegs: which is used for marking permanent position or station during the surveying process, (ii) Chain/tape: which is used for measuring distance, (iii) Arrows: which are used for marking points on the ground, (iv) Cross staff: which is used to measure angles from the line of traverse, (v) Field sheet: which is used for recording field work information, (vi) Ranging poles/rods: which are used for ranging purpose and (vii) Optical square: which is used for marking offsets at right angles from the line of traverse. However, candidates' scores in this group varied from 5 to 9 marks depending on the quality of their responses. Extract 6.2 is a sample of the candidate who performed well.

Extract 6.2.

Extract 6.2 indicates a sample of responses from a candidate who provided a relatively correct definition of chain survey and gave relevant uses of simple chain survey equipments.

2.3   SECTION C: Map Reading and Photography Interpretation

2.3.1   Question 7. Map Reading and Interpretation

The Question required the candidates to study the map extract of Songwe River (Sheet 244/3) and to: (a) Calculate the area covered by forest in Km^2 by using grid square method, (b) Measure the length of railway line from grid references 040118 to 130122, (c) Describe the nature of the relief of the area, (d) Name four physical features found on the map and (e) Suggest three economic activities by giving evidences from the map.

The question aimed at making the candidates participates actively in map work activities such as, observing, measuring, recording, calculating and use the information obtained to answer the questions asked. The total marks allocated for this question were 18.

The question was attempted by 98.1 percent of all the candidates of which 12 percent scored a 0 mark, 47.7 percent scored from 1 to 5 marks, 33.1 percent scored from 6 to 10 marks and 7.2 percent scored from 11 to 18 marks. The general performance of this question was average.

The candidates who scored a 0 mark failed to score any mark in both parts of the question. In part (a) the candidates failed to identify the total number of full and half squares. Moreover, they failed to calculate the area covered by forest in km^2.

In part (b) they were unable to measure the length of the railway line and they failed to apply the formula of calculating the actual ground distances of the railway line. Some of them got wrong map distance while others used the formula for calculating area of an irregular shape by using grid square method.

In part (c) they failed to describe the nature of relief of the given area by assessing contours' heights, arrangements and trend of slope. Some mentioned weather roads and plantations while others mentioned hills and rivers instead of high lands which was the correct answer.

In part (d) the candidates were not able to identify physical features found on the map. Some mentioned essentials of the map such as a key, north direction, margin and scale while others failed completely to name any physical features found on the map.

In part (e) the candidates were not able to suggest with evidences from the map the economic activities. Some of them responded on social services such as; schools, hospitals, religious centres like churches and mosques while others defined the word economic activity. These responses show that such candidates lacked knowledge and skills of map reading and Interpretation. Extract 7.1 is an example of the response of a candidate who performed poorly.

Extract 7.1

```
7(a) Area
      Squre
      Km²
           = 28

(b). 040118 – 130122
      040118
      130122
     = 0422

(c) Describe the nature of the relief of the area.
    The nature of the relief are:-
    Weather road. Due to nature of the relief of the
    area there Shows weath road of there area.

    Plantation. Due to that nature of the relief of the
    area there Shown are plantation eg. Coffee, palm, Sisal
    and making there nature of relief in the area.

(d). Physical Feature Found on map.
    i) A Key.
    ii) North direction.
    iii) Margin
    iv) Scale.

(e) Giving evidences from the map, Suggest three economic activ
    ities taking place in the area.
    Map. Is the representation of nature in noth di
    rection
```

Extract 7.1 indicates a sample of the candidate's responses who provided irrelevant answers contrary to demand of the question.

The candidates who scored from 1 to 5 marks failed to give correct answers to some parts of the question. In part (a) some candidates were able to

count total number of squares but failed to get the correct number of half squares. Moreover they use map scale to calculate the area of covered by a forest in km^2.

In part (b) some candidates managed to measure the length of the railway line correctly but provided wrong map distance with correct map scale but they failed to calculate the actual length of the railway line. The main problem in this part was inability of the candidates to convert measurements obtained on the map to actual ground distance by using map scale (i.e. The Representative Fraction (1:50,000) or Linear Scale).

$$Scale = \frac{map.dis\tan ce}{ground.dis\tan ce}$$

Some candidate wrote 1km = 2cm others gave correct formula but failed to obtain exact measurement of the railway line because of using incorrect measurements.

In part (c) these candidates mentioned the relief of the given area but failed to give descriptions while others gave partial description of the relief. In part (d) some candidates managed to name few correct physical features while others mixed physical features with types of settlement pattern found in the map.

In part (e) some candidates mentioned economic activities but failed to provide the evidence from the map to support their answers while others mixed up economic activities with social activities. Such combination of strengths and weaknesses lowered candidates' marks in this question.

The candidates who scored from 6 to 10 marks managed to answer this question quite well but failed to exhaust all of its requirements, for example, in part (a) these candidates were able to calculate the area covered by forest in km^2 by using grid square method and were able to give distance of a railway in part (b). Furthermore they were able to describe the relief of the area in part (c). In part (d) these candidates were able to name few physical features found on the map such as river, spur, railway line, forest, roads, saddle, valleys and in part (e) they were able to identify economic activities taking place in the area. Despite of the relevance of candidate's responses in this group they failed to score more marks due to inaccuracy of their answers in some parts. Moreover, some ignored to answer some parts of this question notably part (b) whereby despite of giving evidences

of physical features seen on the map they gave description of the nature of relief of an area. Furthermore, in parts (d) and (e) these candidates failed to provide evidences of the physical features and economic activities taking place in the area. These weaknesses caused them not to score above 10 marks in this question.
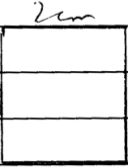
On the other hands, the candidates who scored from 11 to 18 marks were able to calculate the area covered by forest in Km^2 by using grid square method which was 7 Km^2. They also managed to measure the length of railway line from the given grid references 040118 to 130122 which was ranging from 9.8 km to 10.1 km.

Furthermore they mentioned and described the nature of relief found on the map which was highlands characterised with higher parts, dominated by hills to the North East, South East and East and lower parts to the West and North West.

These candidates also managed to identify physical features found on the map such as rivers like Mlowo, forest in the North Eastern sides of the map, TAZARA railway line, a valley beside river Mlowo, buildings (school, church, market), saddle, pass along grid reference 094057, and roads (all weather).

They were also able to suggest with evidence form the map the possible economic activities taking place in the area such as trade, agriculture, lumbering and fishing with evidences such as presence of roads and railway lines, presence of word "Scattered cultivation" almost all over the map, forest and rivers such as river Mlowo respectively. These candidates proved to have high knowledge and skills on Map Reading and Interpretation. However their marks ranged from 11 to 18 depending on accurateness and completeness of their responses. Extract 7.2 is an example of such responses.

Extract 7.2

SECTION C:

7. (a) Number of complete squares = 2.

Number of incomplete squares = 10.

Number of squares = Number of complete + $\dfrac{\text{No. of incomplete}}{2}$

No of squares = $2 + \dfrac{10}{2}$ = $2 + 5 = 7$.

7 squares.

2cm

$\boxed{}$ 2cm.

Area of one square = side × side

2cm × 2cm

$\underline{4cm^2}$.

According to map scale 1cm : 50,000cm.

If 1 km = 100,000cm

? × 50,000cm

$\dfrac{50,000\,cm \times 1\,km}{100,000\,cm}$ = $\dfrac{1}{2}$ km.

1cm represents $\dfrac{1}{2}$ km

If 1cm = $\dfrac{1}{2}$ km

$(1cm)^2 = (\dfrac{1}{2}\,km)^2$

$1cm^2 = \dfrac{1}{4}\,km^2$.

Area of one square.

$1cm^2 = \dfrac{1}{4}\,km^2$

$4cm^2 = ?$

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$$4 cm^2 \times 1 Km^2 = 1 Km^2.$$
$$1 cm^2 \times 4$$

If 1 square = 1 km²
7 squares × ?

$$\frac{7 \text{ squares} \times 1 Km^2}{1 \text{ square}} = 7 Km^2$$

$$\underline{7 \ Km^2}$$

(b) The map distance measured is 20.2 cm
map scale. 1:50,000; 1cm 150,000cm.

If 1 km = 100,000 cm
? = 50,000 cm

$$\frac{50,000cm \times 1Km}{100,000cm} = \frac{1}{2} Km$$

1cm represents a ½ km.

If 1cm = ½ km
20.2 cm = ?

$$\frac{20.2 cm \times 1 Km}{1 cm \times 2} = \underline{10.1 Km.}$$

$$\underline{10.1 \ Km.}$$

(c) The area has a high relief. This is eviden
ced or indicated by the presence of many hills
for example; Mu sensi hill, mbulu hill, Pande Hill.
Also there are high values of contours indicati
ng high relief. The contours are very close to
each other indicating presence of steep slope

(d) - Hills eg. Shenje Hill, Pande Hill
    - Rivers eg. Mlowo river, Itumpi river.
    - Forest
    - Scrubs

(e) - Agriculture (crop cultivation).
    This is evidenced by the presence of words
    written "SCATTERED CULTIVATION" on the map
    - Fishing.
    This is evidenced by the presence of rivers
    for example Hasale river, Ruanda river.
    - Lumbering.
    This is evidenced by the presence of forest
    on the north-eastern part of the map

Extract 7.2 represents a sample of response from a candidate who provided relatively correct answers.

2.3.2 Question 8 - Photograph Interpretation

This question required the candidates to study the photograph given and to: (a) identify the type of the photograph by giving two reasons to support the answer (b) identify the type of settlement pattern seen on the photograph (c) name any two economic importance of the area shown on the photograph and (d) explain two social and environmental problems that are likely to occur in the area. The weight of the question was 10 marks.

The question was attempted by 98.1 of all the candidates of which 6.6 percent scored a 0 mark, 54.7 percent scored from 1 to 4 marks and 38.7 percent scored from 5 to 10 of the allocated marks. The performance of this question was good.

The candidates who scored from 5 to 10 marks managed to answer the question relatively well. These candidates were able to identify the type of the photograph which is oblique or low oblique with evidences also identified nucleated (clustered) as the type of settlement pattern.

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Furthermore they explained the economic importance of the area shown on the photograph such as commercial, transportation and communication centres. Finally they were able to explain environmental problems that are likely to occur in the area such as environmental pollution, poor sanitation, global warming and loss of biodiversity also the social problems such as social evils, inadequate social services, eruption of diseases and traffic congestion. The variations of their marks were caused by differences in strengths and weaknesses of their responses. Extract 8.1 demonstrates one of the candidate's strengths in this question.

Extract 8.1

8. (a) The type of photograph is Oblique due to the following reasons:

• The photograph shows more than one side of view.
• The presence of horizon to the background of the photograph.

(b) The type of settlement pattern seen on the photograph is Nuclear / clustered settlement.

(c) The two economic importances of the area shown on the photograph are:

• The development of manufacturing industries due to the high concentration of transport facilities and communication networks

• The expansion and growth of trade activities due to the presence of settlements in nuclear way and markets.

(d) - The two social problems are
• Unemployment due to the higher population of the people
• Explosion of communicable and non-communicable diseases due to the presence of higher population
- The two environmental problems are:
• Air pollution due to the ammission from power plants, car engines and burning of waste products

Another environmental problem can be:
• land pollution by the action of disposing off to the environment the undegradable wastes that can not be broken down and increase the frequency of waste matters.

Extract 8.1 indicates a sample of the response from a candidate who managed to identify with reasons the type of photograph, identify type of settlement pattern, name two economic importance and explain two social and environmental problems.

The candidates who scored from 1 to 4 marks were able to identify the type of the photograph which is oblique or low oblique, identify nucleated (clustered) as the type of settlement pattern and name the economic importance of the area shown on the photograph. Finally they were able to explain environmental problems that are likely to occur in the area. However, despite of such relevancy some of their responses were embodied with some weaknesses such as failure to provide evidences on the type of photograph, failure to provide evidences on the economic importance of the area and explaining social problems that are likely to occur in the area such as social evils, inadequate social services, eruption of diseases and traffic congestion. The variations of their marks were caused by differences in strengths and weaknesses of their responses.

The candidates who scored a 0 mark in part (a) failed to identify the type of photograph with the support of two reasons. Some identified vertical photograph while others identified ground photograph. The candidates who identified ground photograph might have been attracted by clear scenery of the front view of objects on the photograph but they were not knowledgeable about other factors such as top view and horizon which are seen clearly on the photograph contrary to the characteristics of ground photograph as for the case of oblique/low oblique photograph where the top view is seen clearly in the fore ground and disappeared as one moves to the back ground.

In part (b) the candidates failed to identify the type of the settlement pattern seen on the photograph, for instance, some mentioned rural and urban settlement while others mentioned rural settlement probably due to the presence of buildings on the photograph.

In part (c) the candidates failed to name economic importance with supportive evidence from the photography, instead some mentioned social importance of the area such as availability of social services like health centres, school, mosque and electricity while other gave social activities found in town.

In part (d) the candidates failed completely to explain social and environmental problems that are likely to occur in the area instead, some mention social activities taking place in the area while others explained on the effects of environmental problems in town. Extract 8.2 is a sample of

responses from a candidate who failed to meet the requirements of the question.

Extract 8.2

8. To study the photograph given below and then answer the questions that follow.	
(a.) Two reasons, identify the types of photograph	
(i.) To very produce to the area	
(ii.) To used for Settlement.	
(b.) Identify the types of the settlement pattern seen Other photograph is the types of Settlement which the have of pattern to other.	
(c.) Name two economic importance of the area - shown on the photograph	
(i.) To produce the Settlement	
(ii.) To produce the area	
(d.) Explain two Social and environmental problems that are likely to occur in the area. Social and environmentaly is the types of the environmental issue which used to the settleme nt of the area.	

Extract 8.2 represents a sample of a candidate who performed poorly by providing irrelevant responses.

SECTION D - Part 1: Regional Focal Studies

2.3.3 Question 9 - Sustainable use of Forest Resources

This question required the candidates to suggest eight ways that may be adopted to solve the problems facing forestry in Tanzania. Total marks allocated for this question were 10.

The question was opted for by 74 percent of all the candidates of which 10.1 percent scored a 0 mark, 39.6 percent scored from 1 to 4 marks and 50.3 percent scored from 5 to 10 marks. The performance of this question was good.

The candidates who scored from 5 to 10 marks managed to provide a relatively correct introduction on forestry and suggested relevant measures that may be adopted to solve the problems facing forestry in Tanzania such as afforestation and reaforestation, application of pesticides and insecticides, improvement of fire fighting techniques, mass education, destocking, population control, encouraging the use of alternative sources of energy, establishment and implementation of strict rules and laws. Furthermore, they provided relevant conclusions in which some revealed the importance of forest and suggested measures to be taken. These candidates showed understanding of the subject matter. Differences in their scores were caused by the variations in the accuracy and intensity of their elaborations. Extract 9.1 is an example of the relatively good response provided by the candidate.

Extract 9.1

9	Forestry is an act of planting a large number of trees so as to establish a forest. Forests can be man made or natural. Forestry is a big problem in Tanzania. The following are ways to be adopted so as to solve this problem:	
	Imposing Laws which protect the forest, The government of Tanzania should formulate different Laws which aim at protecting forests from being destroyed by man. And should also Insist on the punishment which will be given to anyone caught destroying the forests	
	Education to the people, people should be educated about the Importance of forests to them and to animals. The following are the Importance of forest to man provide medicine, source of rainfall and source of energy to animals provides settlement and protection against dangerous climatic condition. These Importance should be told to the people so as to solve the problem	
	Formulation of policies, The government should form policies which Insist and urge the people to keep the forests for their own benefits. Example of a policy: "MISITU NI MALI"	
	Adopting other sources of energy, Trees from the forest are cut down to become firewood which are used as a source of energy at	

home. The government should adopt other source of energy such as coal and gas which will replace firewood from the trees in the forest

Cooperate withe other organization which aim at protecting forests, The government should form an alliance with organizations whose main theme also is to protect forest against damage. They should combine their powers and work together against destruction of forests.

Ensure good governance, some of the government leaders are also involved in destruction of the forests, whereby they insist on keeping the forests but they destroy them instead. Therefore there should be good governance first so as to solve problem facing the society

Planting of more trees, The government should set a day that will be special for planting new trees so as to maintain the forests and also should also plant new trees replacing those which were cut down.

Avoid establishment of settlement in the forest, The government should prohibit people from establishing there settlement in the forest because that will cause destruction of the forests by cutting down trees so as to establish settlement

Extract 9.1 is a response from a candidate who managed to give relevant introduction by defining the term forestry and suggested ways to be adopted in solving the problems facing forestry in Tanzania.

The candidates who scored from 1 to 4 marks showed partial understanding of the subject matter as some of them outlined the required points but failed to support them with reasonable explanations while others mentioned only few points without any explanations. All these weaknesses made such candidates not to score above 4 marks.

The candidates who scored a 0 mark failed to suggest ways that may be adopted to solve the problems facing forestry in Tanzania for example, in the introduction some of the candidates provided the meaning of forest instead of forestry while others provided irrelevant meaning of the term forestry. Moreover, in the main body these candidates provided irrelevant responses for instance, some responded on the problems facing forest industry while others explained the problems caused by deforestation such as loss of biodiversity and global warming. Such candidates might have confused the word "problems facing forestry" with the suggestions that may be adopted to solve problems facing forestry in Tanzania. Extract 9.2 is an example of poor response.

Extract 9.2

9.	Forest is the process where the human recording it to Obtain the human population in the government of the sociaty eg. fore st. Katayi national park, Luaba national park and Others. It is forest in the sociaty.	
	Lack of government support, It is the poor government support there are people to control the government about forest eg. OF forest to doing the work in the Labour in the Tanzania.	
	Lack OF education, there are the cack OF education wili be the human resou rcer to control the forest because the prop le in the education it is the very impor tance the people of reading the school not the tumbeling in the forest	
	poor science and technology, there are the science and technology there are pop ulation pressure in the government support to control the poor science and technology because the sciend and techology it is the globalization in the tanzania sociaty eg. of science and technology it is the Communication and transportation and others	

poor Market, Where at the poor the Market she the to collect the busines or Money to go the forest to buy the lu mbeling in the sociaty just because of the poor Market to from One place to another It is very Importance to Market because human population in the going the Marke t to control the human population.

poor transportand Communication, there are human beig to consist the Tanzania because the human population in the african resistance the people to from One place to anothe place in the country because the Tanzania your will be the Tanzania and african in the population.

poor government policy, where the poor government policy where by the Tanza nia or government to eshould be the Ta nzani to control the sheria in the very time just because in the tanganyika it is collect. In the country

poor communication system the re are the human people to control the african resistance because in the tanza nia to should be the humun population in the country eg. OF communication system, phone road, health, haspital,

There fore the government or should be the problem to control the government It is the human people to control the african sociaty in the government supported in the country.

Extract 9.2 indicates a sample of the response from a candidate who explained the problems facing forest industry instead of ways to be adopted to solve the problems facing forestry in Tanzania.

2.3.4 Question 10 - Agriculture

This question required the candidates to explain eight characteristics of shifting cultivation. The question had 10 marks. It was opted for by 14.3 percent of the candidates of which 19.4 percent scored a 0 mark, 42.4 percent scored from 1 to 4 marks and 38.2 percent scored from 5 to 10 marks. The general performance for this question was average.

The candidates who scored a 0 mark failed to explain the characteristics of shifting cultivation. Some of them provided characteristics of large scale agriculture while others provided characteristics of nomadic pastoralists such as, moving from one area to another with their cattle and keeping cattle for their prestige. These candidates showed lack of knowledge on shifting cultivation which in turn caused misinterpretation of the question. Extract 10.1 represents a sample of a poor response.

Extract 10

10) Shifting cultivation is the process which develop environment goods. The characteristic of shifting cultivation	
Growth of industry, characteristics of shifting cultivation it lead growth of industry shifting and it lead population industry.	
Growth of town, also this lead growth of town cause of shifting more than some goods and leads growth of town in shifting cultivation	
National income, lead high population national income and shifting cultivation prences help nation income in country.	
Forign money, it leads people in shifting develop of the activities example economic, and political, also this one characteristic of shifting cultivation.	
Raw material, the shifting cultivation lead independence of raw materials and material more pupulation how big growth and developed	
Fishing industry, improve of shifting cultivation it fishing help etc trade, economical, Example capitalism	
Transportation and communication, characteristic of shifting cultivation of improve transportation and communication specialize collect communication.	
Infrastructure, it help infrastracture of road growth and developed of such as invesment.	

Extract 10.1 is a sample of a candidate who failed to explain on importance of agriculture and factors for the growth of agriculture with irrelevant explanations which were characterised with poor English language.

The candidates who scored from 1 to 4 marks had a mixture of weaknesses and strengths in their responses, for example, some of them mentioned correct points on the characteristics of shifting cultivation but failed to give correct elaborations in some points while others mentioned only few points. Furthermore some of these candidates were able to provide introductions but failed to provide conclusions while their main body embodied correct and incorrect points. These weaknesses made such candidates not to score above 4 marks.

The answers of candidates who scored from 5 to 10 marks were more convincing. They managed to explain characteristics of shifting cultivation such as the use of simple tools, the use of slash and burn of bushes, it is practiced in areas with low population, farmers do not have permanent settlements, depends on family labour, cultivation is practiced in scattered area and production is for consumption. These candidates also provided relatively correct introductions and relevant conclusions. However, their marks varied from 5 to 10 depending on the relevance of their explanations. Extract 10.2 is a sample of the candidate who answered the question relatively correct.

Extract 10.2

Shifting cultivation is the process of cultivating crops which involves movements of people (farmers) from one area to another. This type of cultivation is characterized by different factors.

First of all it is conducted in under populated areas. Due to the fact that the area has low population farmers are free to move to any place the like.

There is low production. The system employs simple mechanization which can not result to high production

The production is for food. The produced production is used for food by the family members.

The farmers have no permanent settlement. The farmers are not permanently settled because they keep moving from one place to another.

Simple tools are used for production. In shifting cultivation only simple tools like hand hoes and pangas are used for production. Also poor techto technology is used.

Shifting cultivation is characterized by deforestation process. As the farmers keeps moving from place to place they cut down trees for agriculture hence cause deforestation.

In shifting cultivation mostly there is no surplus production. The production p obtained is always enough for the members of the family and not for sell or for storage.

Labour is provided by the family members. Since shifting cultivation is done in a small area so the labour power is provided by the member of the family.

To sum up shifting cultivation should be discouraged among people because it causes environmental degradation due to its characteristics of deforestation so that to get the area for cultivation.

Extract 10.2 is a sample of responses from a candidate who managed to give correct introduction, explain characteristics of shifting cultivation and give relatively correct conclusion.

PART 2: Environmental Issues, Population and Settlement

2.3.5   Question 11- Environmental Problems.

The question required the candidates to describe the natural and human causes of loss of biodiversity. The total marks allocated for this question were 10. The question was opted by few candidates (22.3%) of which 7.2 percent scored a 0 mark, 23.2 percent scored from 1 to 4 marks and 69.6 percent scored from 5 to 10 of the allotted marks. The general performance of this question was good.

The candidates who scored from 5 to 10 marks managed to provide good introductions and describe the natural and human causes of loss of diversity, for example, they defined biodiversity as varieties of species of plants and animals or living organisms on the earth's crust and the concept loss of biodiversity as all processes that lead to loss /disappearance of varieties of species of plants and animals or living organisms on the earth.

Moreover, some of their correct responses about the loss of biodiversity were floods, lightening and natural bush fires, wind storms, drought, pests and diseases, earthquakes, war, pollution, deforestation, unlawful fishing activities and overgrazing. Furthermore they provided relevant conclusions. However, the disparity in accuracy of their responses rendered their marks to vary from 6 to 10 marks. Extract 11.1 is sample of the answers of the candidate who managed to answer the question relatively well.

Extract 11.1

11	Biodiversity refers to the living species of organisms on the earth surface. Loss of biodiversity is the disappearance of different species of organisms due to various reasons. There are natural and human causes of loss of biodiversity.

The following are natural causes of loss of biodiversity:

Volcanic eruptions. This is a forceful rapid reaction whereby molten materials such as magma and lava are extruded on the earth's surface. When these molten materials are extruded, they may cause death of different plant and animal species found in that area before solidification.

Earthquakes. It is a sudden rapid displacement of plates within the earth's crust which causes shaking of the surface of the earth. The shock waves originate from the seismic focus and are received by the epicentre. This sudden movement may cause death of living organisms due to falling of buildings and other infrastructures like telephone line.

Floods. Floods mainly is the accumulation of water in a certain area due to excessive precipitation (rainfall) or rise of sea level in water bodies due to global warming. Floods may sweep away species of organisms with it and hence leading to loss of biodiversity.

Tsunami. This is the sudden shaking of the ocean floor due to rapid rock displacement within the oceanic crust. Occurence of tsunami causes great waves which become more taller as they reach the shore and hence capable of destroying buildings and even death to living species of organisms. | |

11   The following are the **human** causes of loss of biodiversity:

Deforestation. This is a practise of cutting down trees without replacment. Trees provide shelter to many organisms as well as are necessary for life to exist on earth since they provide oxygen. Hence, if trees are cut, this will affect living organisms and eventually lead to loss of their species.

Pollution. Human activities are the major causes of pollution be it air, water, soil or noise pollution. For example, if industrial wastes are disposed off in water ways it will lead to water pollution and thus endager the life of aquatic organisms leading to loss of biodiversity finally.

Shifting cultivation. This is a kind of agricultural method which involves moving from one area to another area due to the exhaustion of soil in the previow of the areas. This practise must be discouraged as it leads to loss of soil fertility which enables no plant to grow in that area and hence loss of food for animals which will make them starve to death.

Mining activities. The mining activity usually involves digging deep into the ground in order to obtain the required minerals or natural resources. During the process much land is dug up and after exploiting the minerals, it is left bare and uncovered. This leads to loss of place for settlement of animals as well as no food will grow hence loss of biodiversity.

In the final analysis, the government together with the citizens of the country must take up the challenge of fighting against the loss of

Extract 11.1 is a sample of the response from a candidate who managed to give a relatively correct introduction of biodiversity and loss of biodiversity and managed to describe natural and human causes of loss of biodiversity relatively correct.

The candidates who scored from 1 to 4 marks portrayed some strength and weaknesses in their responses, for example, some managed to mention few points on human and natural causes of loss of biodiversity but failed to give detailed description to support their answers while others described only the natural causes of loss of biodiversity such as mining activities, overgrazing, pollution, wars and poor methods of farming. Moreover, some candidates provided relevant points which were repetition of the previous, for example landslide with rock fall, increase of temperature with global warming and deforestation with cutting down of trees, their explanations embodied the same things thus contributed in lowering their marks.

The candidates who scored a 0 mark failed to describe the natural and human causes of loss of biodiversity, for example, some described types of biodiversity such as Flora and fauna while others explained the effects of loss of biodiversity such as soil erosion, deforestation and desertification. Hence majority of the candidates in this category showed misunderstanding of the question demands. Extract 11.2 illustrates such poor responses provided by a candidate in this category.

Extract 11.2

11	Biodiversity is the procces of human and natural biodiversity. The cause of loss of biodiversity are -:
	It produce the natural human body that to helped in the natural people was the controlling the Society.
	It promove the virus of human. It was the human was the natural body in their Society.
	It produce the action of this activities to promote the accumuletion on their people to provide in Social natural biodiversity
	It promove the people was the adoption on their Country.
	It produce the natural biodiversity and accumulation on their people to provide the environment of the people.
	There fore this the natural and human Cause of loss of biodiversity.

Extract 11.2 represent a candidate's irrelevant responses contrary to question demands.

2.3.6   Question 12 - Growth of Settlement

This question required the candidates to examine eight factors which lead to the growth of settlement in different parts of a country. Marks allocated for this question were 10.

The question was opted for by 66 percent of all the candidates of which very few candidates (2.9%) scored a 0 mark, 31.5 percent scored from 1 to 4 marks and 65.6 percent scored from 5 to 10 marks. The general performance of this question was good.

The candidates who scored from 5 to 10 marks managed to examine factors which lead to the growth of settlement in different parts of the a country, for example, they examined points like availability of water bodies, favourable climate, fertile soil, presence of mining, industrial activities, transport and communication, availability of social services, presence of peace and security and areas free from natural calamities. Furthermore, they were able to provide relevant introductions and conclusions. The differences in the clarity of their explanations and clarification caused differences in their scores. Extract 12.1 is a sample of the response of a candidate who managed to attempt this question relatively correct.

Extract 12.1

12.	GROWTH OF SETTLEMENT IN A COUNTRY.	
	Settlement refers to places where human beings dwell and have established various homesteads. Settlements in most cases can be rural or urban depending on it's life style and economic state. Growth of settlement in a country can easily be caused by various factors. Such factors that lead to settlement growth include,	
	Climate. This is the average weather conditions of a particular place recorded over a long period of time. Good climatic conditions such as enough and reliable rainfall, cool temparate conditions greatly encourage people to establish their settlements in places with such conditions something which can lead to settlement growth. for such conditions greatly support agricultural production activities.	
	Fertile soil. Areas in a country with fertile soils greatly leadly to settlement growth for fertile soils support growth of various crops that are greatly needed by man as source of food, hence overcoming the problem of famine and hunger.	

12.	Good social services provision ; areas with good provision of social services such as health, education, electricity and power supply greatly encourage people to dwell in such areas, as a result, it ultimately leads to growth of settlements in a country.	
	Availability of good drainage ; Areas in a country characterised to be well drained with rivers, lakes and streams of water, greatly contribute to growth of settlement, for such water can be used greatly by man for various purposes include, domestic, industrial and agricultural use and even fishing to obtain food.	
	Political stability ; Areas that are peaceful and secured greatly encourage people to settle in such areas so as to keep and preserve their lives and protect their properties and many more other things, hence causing settlement in such peaceful areas to grow explosively.	
	Presence of natural resources ; many natural resources such as minerals and forests act as source of income and employment to people, as a result, many people tend to establish their settlements around places with natural resources, hence leading to settlement growth in such areas.	
	Good infrastructure and communication networks; Areas in a country that contain good infrastructure and well weathered roads facilitate greatly growth of trade activities in a particular region. Also interaction among people tends to fast as a result, growth of settlement in such areas is obtained since many people like dwelling in areas where various socio-economic activities go smoothly.	

Extract 12.1 is a sample of responses from a candidate who managed to provide a correct introduction and explain the factors which lead to the growth of settlements in different parts of the country relatively correct.

The candidates who scored from 1 to 4 marks were not much knowledgeable about this topic as some mentioned few correct factors with partial explanations while others mixed up relevant and irrelevant points and were unable to give conclusions. This made them to score not more than 4 marks.

The candidates who scored a 0 mark failed to examine eight factors which lead to the growth of settlements in different parts of a country. Some candidates misinterpreted the question, for example, some considered "growth" as the key word of the question hence centred their introductions on growth of population and provided factors influencing population changes such as mortality, fertility and migration while others provided the types of settlements pattern such as linear, scattered and nucleated. This shows that they failed to interpret the question. Extract 12.2 shows one of the candidates' irrelevant responses in this question.

Extract 12.2

12. Growth – Is the process of people to remove from one place to another place. The following are the factors which lead to the growth of settlements in different parts of a country.	
Migration; Some of country are different part of settlement and growth the people to still the come of country but they are not the settlement.	
Birth rate; Some people of country to the growth or ration of the people of country and the settlement growth.	
Death rate; The Some ~~country~~ areas in country are have not a settlement. Because the people of this area are come the other area.	
Growth change; The country are changed the growth and migration of other areas. The other country are the people of country to collect all the material and go to other area to find the life to another year or term.	
Although the factors which lead to the growth of settlements in different parts of a country those are; Migration, Birth rate, death rate and the other factor are growth change in the country.	

Extract 12.2 is a sample of a response from the candidate who failed to examine the factors leading to the growth of settlement instead he/she mentioned factors influencing population growth with wrong explanations.

3.0 CONCLUSION

The performance of the candidates in Geography paper for the Certificate of Secondary Education Examination (CSEE) in 2014 was average.

The analysis of the candidates' performance shows that five questions had good performance, four questions had average performance while two questions had poor performance. The candidates had good performance in questions 8, 9, 10, 11 and 12 which were set from the following topics; *Photography Reading and Interpretation, Sustainable Forestry, Agriculture, Environmental Issues and Management* and *Settlements*. Question 12 had the highest performance in which 83.4 percent of all candidates scored from 3 marks and above. The good performance in this question might be attributed by the factor that settlement issues are announced in mass media in Tanzania frequently.

The poorly performed questions were question 1, 3 and 5 which were set from the following topics; *Forces that Affect the Earth's Crust, Solar System, Climate and Natural Regions, Weather,* and *Introduction to Research*. (See *Appendix*)

Generally, the quality of candidates' responses were affected by one or the combination of the following reasons; inability to identify the requirements of questions, inadequate knowledge of the concepts related to the questions, poor English Language proficiency, Lack of various skills such as observation, mathematical, drawing and essay writing skills. Also poor transfer of knowledge made the candidates fail to meet the requirements of the questions. Moreover, misinterpretation of the questions was seen as another problem limiting the performance of the candidates.

4.0 RECOMMENDATIONS

In order to improve the performance of candidates in Geography subject it is recommended that:

(a) Coverage of all topics in the syllabus should be emphasised so as to make sure that the candidates are knowledgeable in all specified areas.

(b) The government should make sure that there are enough specified textbooks in all schools so as to facilitate effective teaching and learning process.

(c) Fieldworks and practical activities in different topics especially on introduction to research, Elementary Survey and Map Making, Application of Statistics, Map Reading and Interpretation and Photograph Reading and interpretation should be emphasised so as to improve students' skills on observation, recording, interpreting, drawings, measuring and calculating.

(d) Students should be encouraged to use English language in their day to day communication in order to improve their communication skills.

(e) Teachers are advised to put more emphasis on guiding students on how to identify the requirements of the questions.

Summary of candidates' performance in each topic

S/N	Topic	Question number	Percentage of candidates who scored 30 percent and above.	Remark
1.	*Settlements*	12	83.4	Good
2.	*Environmental Issues and Management*	11	82.3	Good
3.	*Photograph Reading and Interpretation*	8	71.6	Good
4.	*Sustainable Forestry*	9	70.6	Good
5.	*Agriculture*	10	53.2	Good
6.	*Application to Statistics*	4	44.7	Average
7.	*Elementary Survey and Map making*	6	42.7	Average
8.	*Map reading and Interpretation*	7	40.3	Average
9.	*Forces that Affect the Earth's Crust.*	2	39.6	Average
10.	*Forces that Affect the Earth's Crust, Solar System, Climate and Natural Region, Weather*	1	29.3	weak
11.	*Climate and natural Regions*	3	8.4	weak
12.	*Introduction to Research*	5	2.7	weak