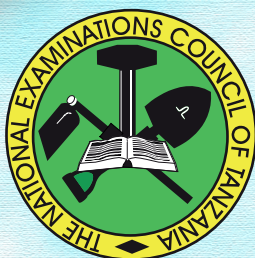# THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2015

013 GEOGRAPHY
(For School Candidates)

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Items Response Analysis for the 2015 Certificate of Secondary Education Examination (CSEE) in Geography subject. The report provides feedback to students, teachers, parents, policy makers and the public in general, on the performance of the candidates and how well the instructional goals and objectives were met.

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

In this report, factors which contributed to the achievements and failure of candidates to answer questions correctly or incorrectly have been analysed. The analysis shows that the candidate with higher scores deserved these since they provided appropriate responses. They were able to understand the demand of the questions, had basic knowledge on the subject matter, possessed skills in computation and drawing as well as English Language proficiency and essay writing skills. However, the candidates with lower scores portrayed contrary to this.

The feedback provided is expected to 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 members of the public in general that can be used for improving future examiners' reports. Finally, the Council is grateful to all stakeholders who provided valuable assistance in the preparation of this report.

Dr. Charles E. Msonde
THE EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates in Geography examination for the Certificate of Secondary School Examination in November, 2015. The paper covered the 2010 syllabus and adhered to 2008 examination format. In this report the performance of the candidates is regarded as *weak* if the scores range from 0 to 29%, *average* if the scores range from 30 to 44% and *good* if the candidates scored from 45 to 100%. These categories of performance are indicated using special colours, whereas red denotes the *weak* performance, yellow stands for *average* performance and green colour indicates *good* performance.

The examination consisted of four (4) sections namely; A, B, C and D. Questions from section A to C were compulsory. Sections A and B had three questions each, section C had two (2) questions while section D comprised of four (4) essay type questions which were set into two parts (I and II) from which candidates were required to choose one question from each part. The candidates were instructed to attempt a total of 10 questions.

A total of 383,090 candidates sat for the 2015 CSEE in Geography, out of which 186,550 (48.7 %) passed. The performance in 2015 has increased by 10.7% when compared to 2014 performance in which 90,938 (37.97%) of candidates passed. Figure 1 below shows the comparison between 2014 and 2015 candidates performance in grades.
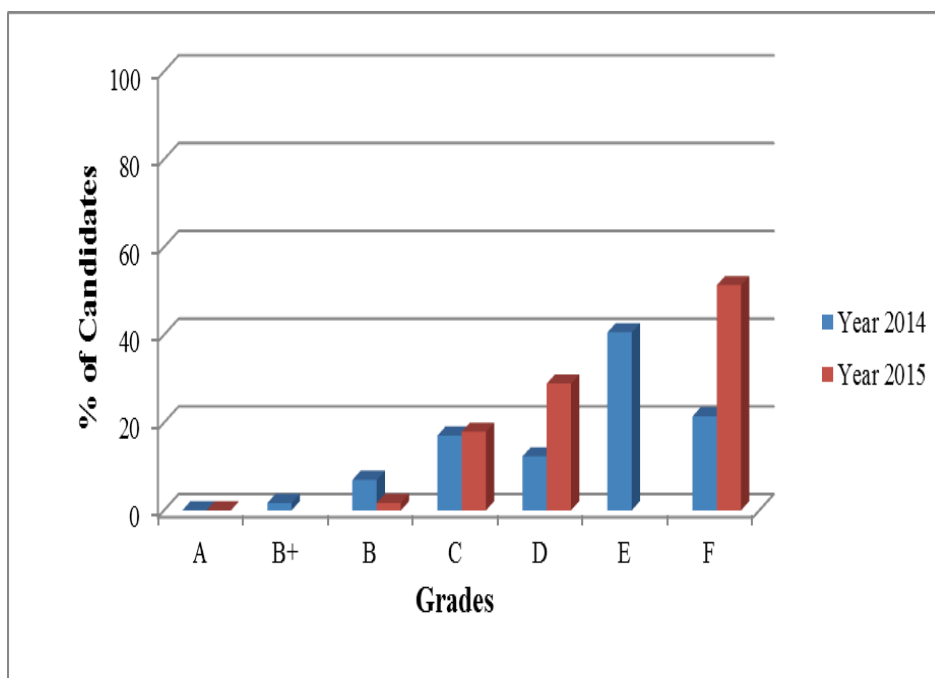
Figure 1: The Candidates' Performances in Grades in the 2014 CSEE and in 2015 Geography.

This report presents the tasks of each question; the analysis of candidates' good and poor responses; the sample of responses from candidates' scripts have been inserted in respective sections to illustrate their responses. Finally, the report provides the performance of candidates in each topic, conclusion, recommendations and attachment which indicates the performance of the candidates in each topic.

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

The question consisted of ten multiple choice items carrying a total of ten marks. The candidates were instructed to choose the correct answer among the given alternatives and each item was carrying one mark making a total of ten marks.

This question was attempted by all 383,090 the candidates from among whom 55.6% scored from 0 to 2 marks, and 8.3% scored a zero; 33.5 % scored from 3 to 4 marks and 10.9 % scored from 5 to 10 marks. This data indicates that the performance of candidates in this question was average as 44.4% of the candidates scored 30 marks and above as illustrates in Figure 2.
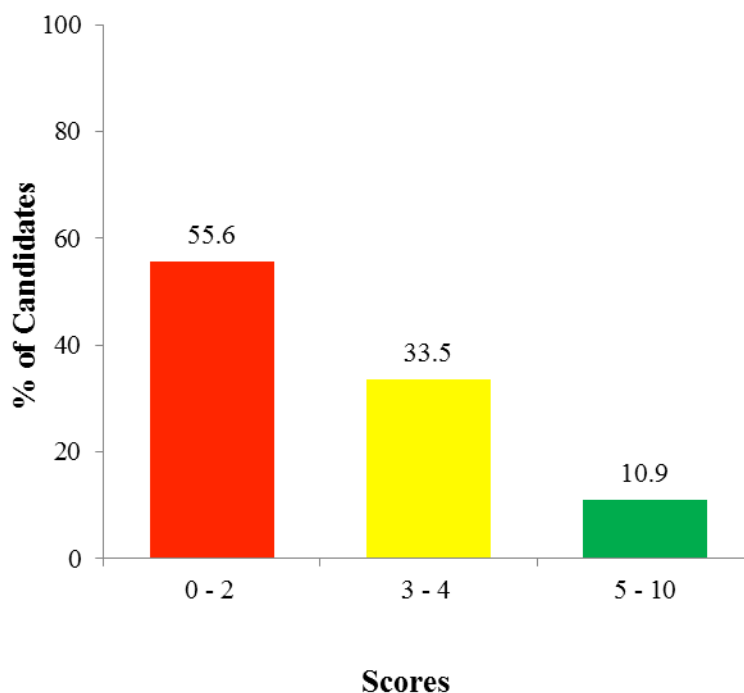
Figure 2: A trend of the Candidates' Performance in Question 1.

Item (i) instructed the candidates to identify the correct movement of earth which causes Autumn, Winter, Spring and Summer from the given options. The candidates who chose a correct answer D: "Revolution" were familiar with the concept of the movements of the earth around the sun and its effects. However, candidates who chose alternative A: "Monsoon" had poor knowledge on the movement of the earth and the resultant effects since monsoon is a seasonal wind whose direction is completely reversed from one season to the next. Those who chose B: "Lunar eclipse" and E: "tides" associated them with earth's movements, which are the results of revolution and not the types of earth's movement. The candidates who chose C: "rotation" had knowledge

about the earth's movements and their results, but could not differentiate between rotation and revolution.

Item (ii) instructed the candidates to identify the substance which covers the large part of the Southern Hemisphere among the five given alternatives. The candidates who chose the correct answer C: "water masses" were aware that a large part of land mass is located in the Northern Hemisphere and not in the Southern Hemisphere. Other candidates who chose response A: "land mass, B: "volcanoes" and D: "dark clouds" were not aware of global distribution of land and large water masses. Those who were attracted to distractor E: "ice" associated the presence of large water bodies with the availability of ice in the Southern Hemisphere.

Item (iii) instructed the candidates to identify the name of the shallow part of the sea that stretches out from the coast. The candidates who chose the correct answer A: "Continental shelf" knew that continental shelf is a shallow part of an ocean. The candidates who opted for distractor B "Continental slope", C: "Oceanic ridge", D: "Ocean trench" and E: "Island" had poor knowledge on the descriptions of physical characteristics of other features of the ocean.

Item (iv) instructed the candidates to identify from among the given alternatives factors which do not influence the temperature of a place. The candidates who chose the correct answer D: "Eclipse" had knowledge that eclipse is a total or partial blockage of light received by one heavenly body by another body passing before it and is not a factor influencing temperature of a place. The candidates who opted for A: "Aspect", B: "Oceanic current", C: "Altitude" and E "Length of a day" were not knowledgeable on the factors which influence temperature of a place.

Item (v) instructed the candidates to identify the name of sideways erosion which widens the V-shaped valley. The candidates, who chose the correct answer B: "lateral erosion", were aware of the types of river erosion which erodes the sides of the river channels. The candidates who opted for A: "vertical erosion" and C: "headward erosion" were aware of the types of river erosion but they failed to identify the correct descriptions. These candidates did not know that vertical erosion deepen

the river valley while headward erosion tends to reverse the length of the river backwards. Those who opted for D: "hydraulic action" and E: "attrition" demonstrated ignorance of the types of river erosion because these distractors are river erosion processes.

In item (vi) the candidates were instructed to identify the process responsible for the deposition of soil materials removed from one horizon to another. The candidates who chose the correct answer A: "illuviation" had good understanding of the concepts of soil translocation and soil forming processes. The candidates who opted for B: "weathering" were aware that weathering prepares material for erosion and deposition but it does not involve deposition process. The candidates who chose distractors C: "eluviation", D: "organic sorting" and E "leaching" were knowledgeable on the processes responsible for movement of soil materials but they failed to identify the specific process responsible for the movement of soil materials when they are removed from one horizon to the other.

Item (vii) instructed the candidates to identify results of the vertical movement within the earth's crust among the given alternatives. The candidates who opted for the correct response B: "Block mountain, raised beaches and broad basins" had knowledge on features produced by vertical movements. However, candidates who chose, A: "Earthquake, faulting and volcanic eruptions", C "Volcanic eruptions, rock fall and asymmetrical folds", D: "Fold mountains, basins and asymmetrical folds" and E "Emerged coast, over fold and faulting" failed to understand that some of the features in these alternatives were formed by vertical movements others by horizontal movements and volcanic activities.

Item (viii) instructed the candidates to identify the impact of water action in desert. The candidates who chose the correct answer B: "Gullies" knew that gullies is among of the impact of water action in the desert. Those who opted for alternative D: "Sink hole" confused gullies with sink holes which are depression formed in limestone region. The candidates who chose alternative A: "Yardangs", C: "Badlands" and E: "Rock pedestal" had poor knowledge on the subject matter as they failed to differentiate features produced by wind action and those produced by water action in desert.

Item (ix) instructed the candidates to identify an active state of decomposition caused by soil micro-organism. The candidates who opted for the correct answer A: "organic matter" had knowledge on composition of organic matter, such as small organisms, bacteria, fungi, plants, animal waste and humus which are responsible for soil decomposition. The candidates who opted for B: "soil water", C: "mineral matter" and D: "soil air" failed to understand that these are components of soil which does not involves micro-organism during the process of soil decomposition. Those who opted for E: "soil components" did not understand the demand of the question.

Item (x) instructed the candidates to identify the concept which is associated with the magnitude of an earthquake. The candidates who chose the correct answer A: "Richter scale" were knowledgeable that the magnitude of the earthquakes is determined by Richter scale. The candidates who opted for B: "Seismography" were relating it with the intensity of an earthquake which is measured by an instrument called seismography. The candidates who chose C: "Focus" and D: "Epicenter" were attracted with those alternatives since all of them are associated with earthquake but the focus is a point at which earthquake originate and epicenter is the point on the earth surface immediately above the focus. Furthermore, the candidates who chose E "Tsunami" associated it with the extent of huge seismic sea wave produced by submarine earthquake or volcanic eruption.

2.1.2 Question 2 : Matching Items

This question instructed the candidates to match the items in list A: with responses in list B: by writing the corresponding letter to the correct response beside the item number. List "A:" had descriptions of concepts related to soil while List "B:" contained various concepts and terminologies used in soil studies. Each item was worth one mark, making a total of five marks.

The question was attempted by 100% of all the candidates and the performance was such that, 43% scored from 0 to 1 mark, of which 21% scored a zero, 34.8% scored from 2 to 3 marks and 22.2% scored from 4 to 5 marks. The question had good performance as Figure 3 illustrates.
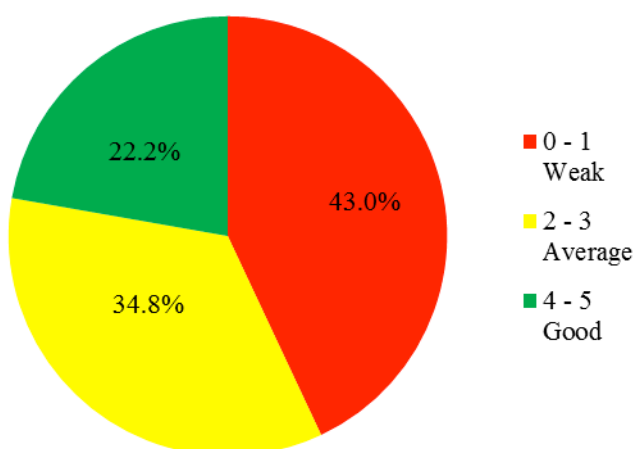
Figure 3: Trend of the Candidates' Performance in Question 2.

Most candidates were able to match item (iii), and (iv) correctly compared to items (i), (ii), and (v). Item (iii) was on the removal of materials from surface of land which was matched correctly with I "Soil erosion" Most of the candidates were knowledgeable on soil erosion because it is also taught in other topics such as environmental issues and management in Geography subject. Moreover, this topic is taught in other subjects like Chemistry, Biology, and Agricultural Science. Furthermore, soil erosion is a crosscutting issue in the world widely discussed in the mass media.

Item (iv) was on vertical section of soil to the underlying rocks, it was matched correctly with B: "Soil profile". Most of the candidates were knowledgeable on soil profile as it is also being taught through illustration by using viable diagrams showing soil catena. Therefore it was easy for the candidate to match it correctly.

Among the most poorly attempted items in this question were (i), (ii) and (v). Item (i) the correct response for residues that have decomposed and mixed with soil mass was G: "soil organic matter" but most of the candidates matched it with incorrect response F "soil fertility". The candidates who selected this option linked soil organic matter with status of soil in supporting plants growth. These candidates confused the two terms by looking at their close relationship without assessing the demands of the question, in real sense organic matters are among the determining factor for soil fertility.

In item (ii) which was on the status of soil with respect to amount of elements necessary for plants growth was matched with G: "soil organic matter" instead of F: "soil fertility". These candidates confused it with status of soil in supporting plants growth in real sense fertile soil must have high content of organic matter. This indicates that majority of candidates lacked knowledge on the soil characteristics.

Item (v) which was on fineness and coarseness of soil particles was to be matched with D: "soil texture" but most of the candidates matched it with E: "soil structure". These candidates associated it with soil texture since all these terms are associated with soil particles but they failed to understand that they differ in the sense that soil structure expresses about the arrangement and shape of individual soil particle while soil texture is an important characteristic which depends on size of soil particles in terms of fineness or coarseness.

2.1.3 Question 3 : Physical Geography

This question required the candidates to describe the internal structure of the earth with the aid of well labeled diagram. Total marks allocated for this question was 10.

The question was attempted by 99.9% of the candidates. 73.8% of candidates scored from 0 to 2.5 marks, of which 49.7% scored a zero mark; 13.5% scored from 3 to 4 marks and 12.7 % scored from 4.5 to 10 marks. The general performance of candidates in this question was average as shown in Table 1.
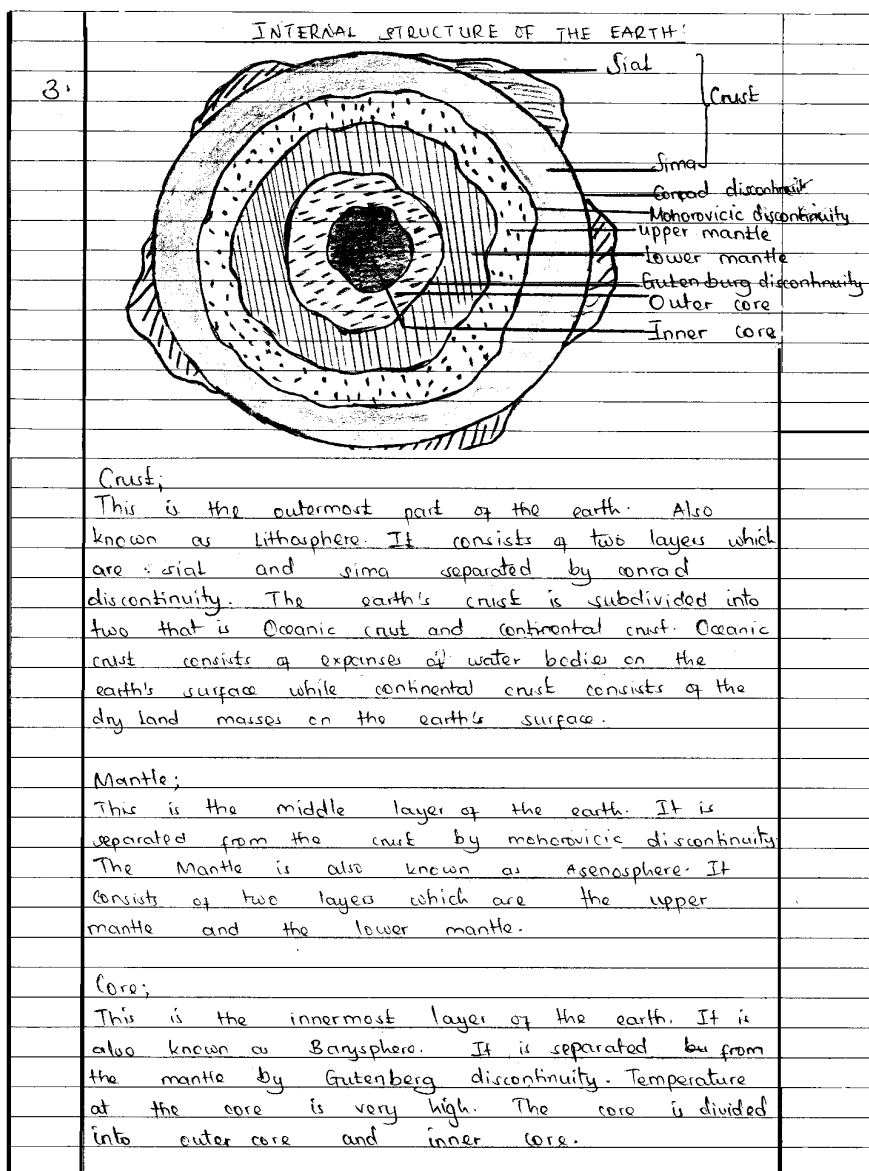
Scores	Remarks	Candidates	
		Number	Percentage (%)
0 – 2.5	Weak	282,807	73.8
3 – 4	Average	51,819	13.5
4.5 – 10	Good	48,492	12.7
N = 383,118			

Table 1: Performance of the Candidates in Question 3.

The candidates who scored from 4.5 to 10 marks were able to provide correct descriptions of the internal structure of the earth. They portrayed good drawing skills and their responses were illustrated with clear and well labeled diagram of the internal structure of the earth. The

candidate's ranges of scores were determined by clarity and strengths of their answers. Extract 5.1 shows a sample of candidate's good response.

Extract 3.2

INTERNAL STRUCTURE OF THE EARTH:

3.

Labels on diagram: Sial, Crust, Sima, Conrad discontinuity, Mohorovicic discontinuity, Upper mantle, Lower mantle, Gutenburg discontinuity, Outer core, Inner core

Crust;
This is the outermost part of the earth. Also known as Lithosphere. It consists of two layers which are : sial and sima separated by conrad discontinuity. The earth's crust is subdivided into two that is Oceanic crust and continental crust. Oceanic crust consists of expanses of water bodies on the earth's surface while continental crust consists of the dry land masses on the earth's surface.

Mantle;
This is the middle layer of the earth. It is separated from the crust by mohorovicic discontinuity. The Mantle is also known as Asenosphere. It consists of two layers which are the upper mantle and the lower mantle.

Core;
This is the innermost layer of the earth. It is also known as Barysphere. It is separated bu from the mantle by Gutenberg discontinuity. Temperature at the core is very high. The core is divided into outer core and inner core.

Extract 3.2 is a sample of the candidates' good responses. The candidate managed to draw and describe the internal structure of the earth containing three parts; that namely, crust, mantle and core.

Moreover, the candidates who scored from 3 to 4 marks had some weaknesses and strengths in their responses. Some of the candidates failed to provide meaningful descriptions of the internal layers of the structure of the earth although they drew the diagram correctly while

others managed to draw the diagram, but failed to label and describe the layers.

Furthermore, the candidates who scored from 0.5 to 2.5 marks had some weaknesses and strength in their responses. Some were able to mention the three layers but failed to give descriptions while others provided irrelevant descriptions. Moreover, some of these candidates did not draw the internal structure while others drew but failed to label parts of it.

On the other hand, some of the candidates who scored zero failed to identify the demand of the question while others lacked knowledge on the subject matter from which this question was derived. For example, some drew and explained the intrusive volcanic features while others drew a diagram of solar system as internal structure of the earth. Moreover, lack of drawing skills was also a serious problem since most candidates were unable to draw and label a relevant diagram. Extract 3 shows a sample of irrelevant response.

Extract 3.1
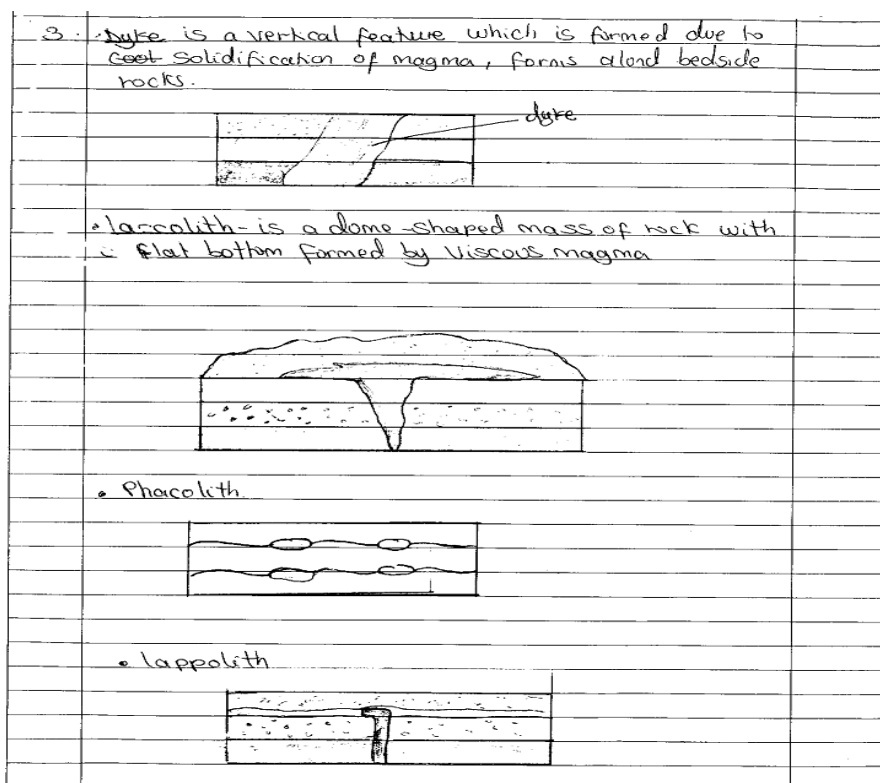
Extract 3.1 represents a sample of a candidate response who explained and drew intrusive volcanic features instead of internal structure of the earth.

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

2.2.1 Question 4 : Application of Statistics

This question had three parts (a), (b), and (c). The candidates were instructed to: (a) construct a compound bar graph showing the production of Irish potatoes in three villages, namely Sunga, Mwalugulu and Mpera, (b) give three advantages and two disadvantages of the compound bar graph and (c) suggest any other three methods which could be used to represent the data provided in the table.

The question was attempted by 99.9% of the candidates. The analysis shows that 62.6% of candidates scored from 0 to 2.5 marks, of which 21.9% scored a zero; 11.9% scored from 3 to 4 marks and, 25.5 percent scored from 4.5 to 9 marks. The general performance of the candidates in this question was average, as 37.4% scored above 30 marks as Table 2 illustrates.
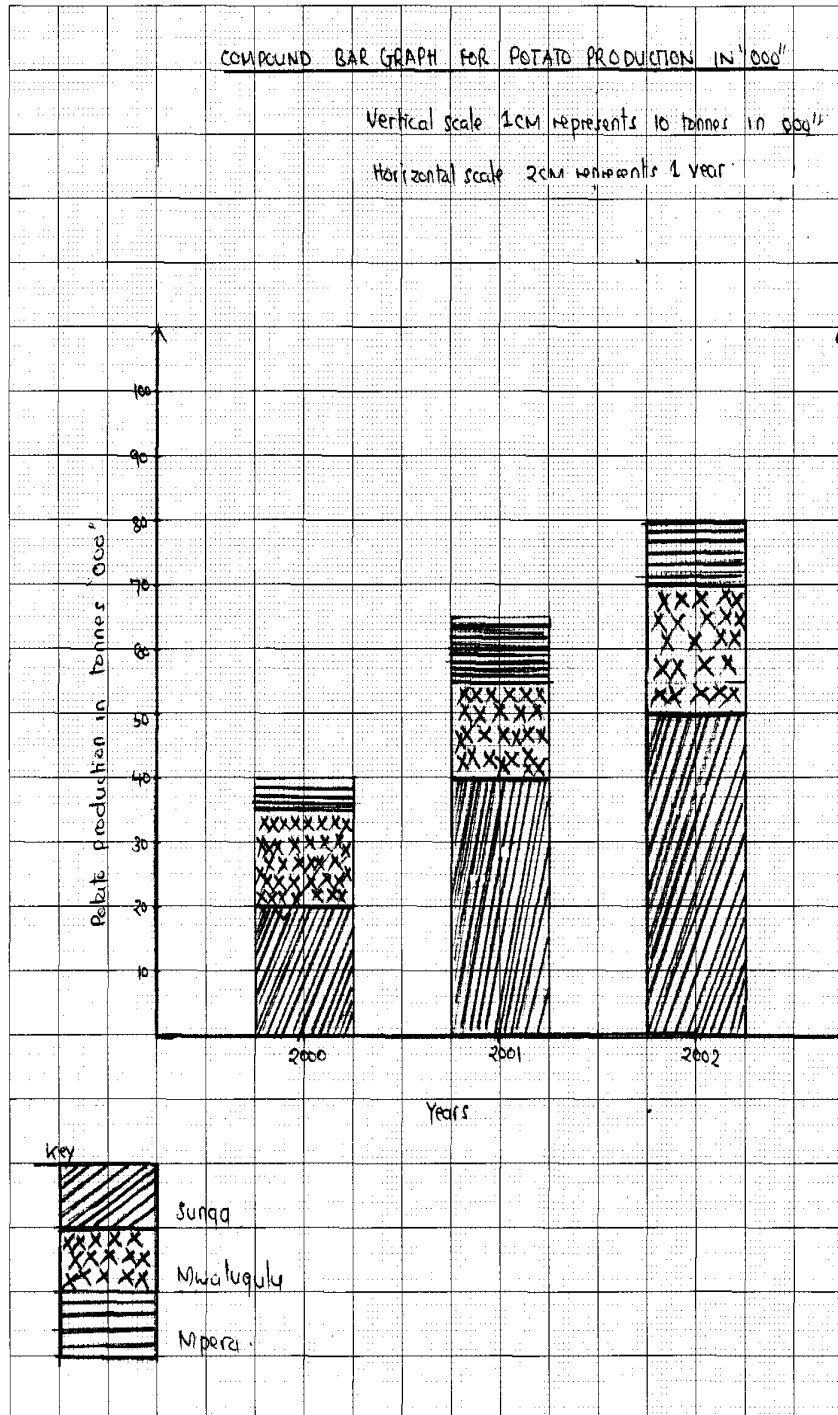
Table 2: Trend of Performance of the Candidates' in Question 4.

Scores	Remarks	Candidates	
		Number	Percentage (%)
0 – 2.5	Weak	239,883	62.6
3 – 4	Average	45,489	11.9
4.5 – 9	Good	97,748	25.5
N = 383,120			

The candidates who scored from 4.5 to 9 marks had sufficient knowledge on the subject matter as they were able to construct a correct compound bar graph and they used correct scale and the title for the compound bar graph. Moreover, these candidates gave the advantages and disadvantages of the compound bar graphs such as; *it is time consuming as it involves calculations, and they are relatively difficult to construct and interpret*. Furthermore, they suggested three methods which could be used for presenting the given data. Variation of candidates' scores in this category was determined by relevance and correctness of their diagrams as well as strength and clarity of their explanations. Extract 4.2 shows a sample of a good response.

Extract 4.2 Evidence of correct drawing of compound bar graph

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COMPOUND BAR GRAPH FOR POTATO PRODUCTION IN '000'

Vertical scale 1cm represents 10 tonnes in '000'

Horizontal scale 2cm represents 1 year

Potato production in tonnes '000'

Years

Key

Sunga

Mwalugulu

Mpera

b	(i) The following are advantages of compound bar graph	
	• They a good for comparison	
	• They have good vision especially when colour are used	
	• They can easily show the total production in a given year.	
	(ii) Disadvantages of compound bar graph	
	• They need some knowledge to interprete	
	• Time consuming as it involve calculations	
c	Other three methods are	
	• Compound Line graph	
	• Grouped Line graph	
	• Grouped bar graph.	

Extract 4.2 is a sample of a candidate who managed to draw a well labeled compound bar graph, gave correct advantages and disadvantages and suggested relevant alternative methods for presenting the given data such as by using compound line graph, grouped line graph and group bar graph.

However, the candidates who scored from 0.5 to 4 marks in this question had some strengths and weaknesses in their responses. For example, some of them skipped part (a) of the question, and others constructed the compound bar graph as required but failed to give the title, scale as well as a key. It was also noted that some candidates provided relevant advantages in part (b) but failed to give disadvantages. Furthermore, others provided fewer advantages and disadvantages than required. In part (c) some of the candidates suggested few correct alternative methods of presenting the given data, while others managed to give only one method.

On the other hand, the candidates who scored a 0 mark in this question failed to understand the demand of the question due to lack of knowledge on the subject matter and misconception of the question demand. Instead of constructing compound bar graph as required in part (a) some of the students constructed grouped bar graph while others constructed grouped line graph and others compound line graph.

Furthermore, these candidates failed to give the title, scale and the key of the statistical diagram. In part (b) they failed to give correct advantages and disadvantages of compound bar graph. In part (c) they provided incorrect methods which could be used to present data provided in the table. For example some mentioned pie chart, simple bar graph and climatic graph as an alternative method of presenting similar data as shown in extract 4.1.

Extract 4.1
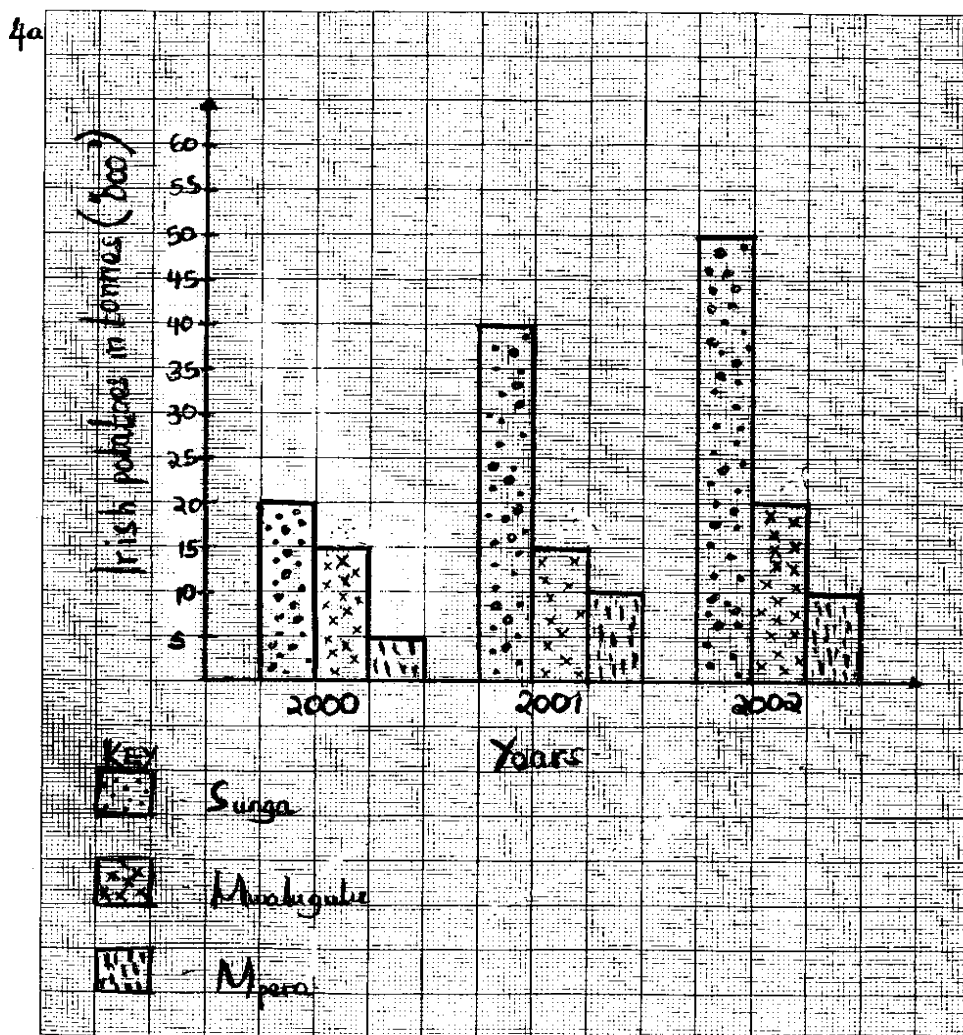
Extract 4.1 is a sample of candidate's incorrect response. The candidate constructed a grouped bar graph instead of compound bar graph as instructed in part (a).

2.2.2 Question 5 : Introduction to Research

The question comprised of two parts, (a) and (b). In part (a) the candidates were instructed to give the meaning of interview and in part (b) they were instructed to analyse five things to be considered in order to have a successful interview. Total marks allocated for this question was 9.

The general performance of candidates in this question was poor as 87.7% scored from 0 to 2.5 marks, of which, 61% scored a zero, 8% scored from 3 to 4 marks and 4.3% scored from 4.5 to 9 marks. Figure 4 illustrates such a case.
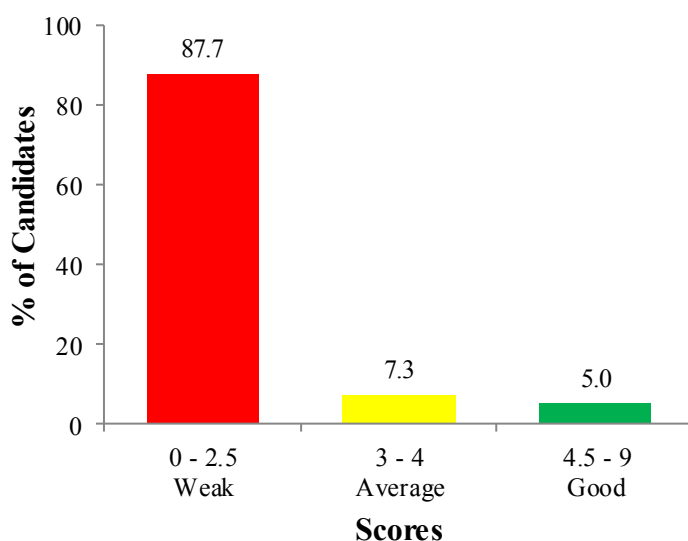
Figure 4: The Trend of the Candidates' Performance in Question 5.

The candidates who scored a zero misconceived the question demand while others, lacked knowledge on the subject matter from which the question was derived. In part (a) one candidate provided an irrelevant meaning of interview with spelling mistakes such as; *the surching total of people united state of parts world* while others copied words from other questions and presented them as part of their responses. For example, one candidate defined interview as follows; *things to be adhered to for a researcher to have a successful interview*, in part (b), he/she mentioned *basic, applied and evaluative interview* instead of things to be adhered to for a researcher to have a successful interview. Extract 5.1 is a sample of poor responses.

Extract 5.1

5a.	Interview is the Surching total of people united State of the parts world.	
5.b i	Basic Interview : It is a State of Interview which is advected to edele at data to adrivall or develop a artausce artauscientific Knowledge it is always done waugh varujicatu of theories.	
ii	Applied Interview : Is the Specific in dedge harssary to find Solution to Soul a lertan problem in the Society	
iii	Evaluative Interview : Is a type of Interview which is Conducted puspesely to megsure or Cessess the evaluative of a Curtain Saenafee practile .	

Extract 5.1 is a sample of the candidate's responses who failed to understand the demand of the question. He/she wrote basic interview, applied interview and evaluative interview as factor to consider for a successfully interview session.

Moreover, the candidates who scored from 0.5 to 4 marks showed some weaknesses in providing responses outside demand of the question. Some of the candidates managed to give the meaning of an interview but failed to analyse things to be adhered by a researcher to have a successful interview. Furthermore, some analyzed few correct points in part (b) while others mixed correct and incorrect points. Some other candidates did not answer either part (a) or part (b) of the question.

On the other hand, most of the candidates whose scores ranged from 4.5 to 9 marks managed to give correct meaning of interview and could analyse five things to be adhered to for a researcher to have a successful interview such as; *purpose of the interview, ensuring confidentiality, the use of friendly approach, understanding the situation of the respondents as well as behaving in a good manner*. Variation in the candidates' scores depended on degree of relevance and correctness of their

definitions as well as clarity of the required points. Extract 5.2 shows a sample of a good response.

Extract 5.2

5.a	An interview is a method of research involving the researcher asking the respondent question through verbal communication.
5.b	For a researcher to have a successful interview the following have to be adhered

The researcher should inform the respondent whether the interview is recorded or not. This will make the respondent aware of what he or she is saying so that she or he can not give a wrong information incase she or he realizes that their conversation is recorded

The researcher should clearly tell the interviewee that the conservations are confidential This will help the respondent to feel free to say anything concerning the asked questions.

The researcher should not side or be biased on any side of his findings. He should only listen to what the respondent is suggesting and not what he think to be correct.

The researcher should not interfere between when the respondent is speaking This may discourage the respondent to say more. The respondent should be given time to express his or her views

The researcher should not ask the respondent emotional questions which may destruct the mood of the respondent. Hence making the respondent not in the mood of answering the questions he or she is asked.

Extract 5.2 is a sample of response of a candidate who managed to give the meaning of interview and explained the five things to be considered for a successful interview such as telling the interviewee that the conversation is confidential and the research should not be biased.

2.2.3 Question 6: Elementary Surveying

This question had two parts, (a) and (b). The candidates were instructed to: (a) define chain survey and outline four principles of chain survey and (b) give one reason for each of the following items: (i) ranging pole, (ii) note book, (iii) back bearing and, (iv) a call back by the booker.

The majority of the candidates had poor performance as 87.2% scored from 0 to 2.5 marks, of which 42.9% scored a zero mark; 9.3% scored from 3 to 4 marks and only 4.1% scored from 4.5 to 9 marks. Figure 5 illustrates performance in this question.
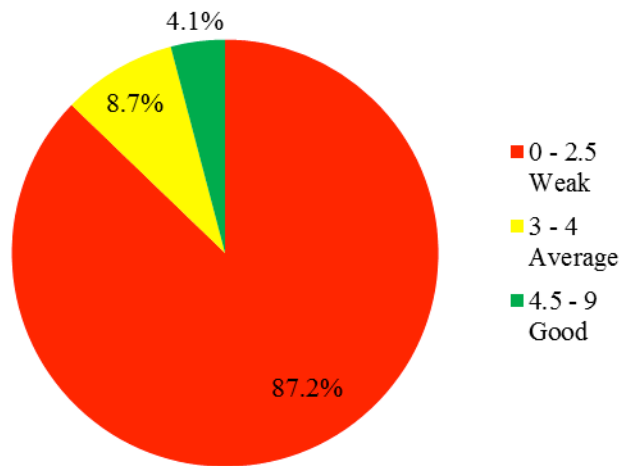
Figure 5: Trend of the Candidates' Performance in question 6.

Some of the candidates who scored a zero lacked knowledge on the subject matter while others misconceived the demand of the question. For example, in part (a) some gave incorrect definition of chain survey while others gave the definition of research. In part (b) some of the candidates provided importance of chain survey while others gave the methods of avoiding obstacles when conducting chain survey instead of giving a reason for each of the items given. Moreover, some drew the diagrams showing survey tools while others did not answer this question. Extract 6.1 is a sample of poor responses from a script of a candidate.

Extract 6.1

6 a i) Chain Survey. Is the statement of survey when to rounded the chain for other Measuring, example of Chain Survey are Note book, chain, peg, and others.

ii/ Principles of chain Survey.

a/ Are used to makes researcher.

b/ They are state have Identification problem.

c/ They are produce pegs, chain and others.

d/ The chain Survey creative collection from research.

b/ i/ They are Surrounding

ii/ Have Reading

iii/ Has drawing

iv/ Have to looking researchers

Extract 6.1. Shows a response of a candidate's who in part (a) mentioned word related to survey such as note book, chain and pegs and principle of chain survey was mixed with the incorrect research and survey ideas like *chain survey creative collection from research* and in part (b) the candidate provided unrelated responses to the question.

Moreover, the candidates who scored from 0.5 to 4 marks had several strength and weakness in their response in part (a); some of them managed to define chain survey but failed to give correct principles of chain survey while others provided few correct principles. In part (b), some of the candidates provided few correct reasons for each item given while others provided incomplete explanations. The scores varied from one candidate to another depending on the scope of correctness and clarity of responses provided.

On the other hand, the majority of the candidates who scored from 4.5 to 9 marks, managed to provide correct definition of chain survey, gave correct principles of chain survey and were able to give relevant reasons for each item in part (b).The candidates' marks in this group varied

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depending on the quality of their responses. Extract 6.2 is a sample of a response from script of a candidate with a correct response.

Extract 6.2

6 (a) (i) Chain survey is the type of simple land survey that involves measuring of linear distances on the ground by using instruments like chain or tape measure.	
(ii) The following are the principals of chain line • Use as few chain lines as possible • Measure short linear distances to reduce errors • Avoid steep slopes and major obstacles • Draw a single transeverse line from which all triangles can be obtained.	
b (i) Ranging pools are pointed at one end so that they can easily be driven into the ground for marking stations (ii) Note book is important during field study since they are used in recording the data obtained (iii) They are taken so as to check for the accuracc of the forward bearing taken (iv) During measurements of surveying, the measurements are called back by bookers so as to check whether the record has been taken as it is required or not.	

Extract 6.2 is a sample of a response from a script of a candidate who managed to define chain survey and gave principles of chain survey and the reasons for each item in part (b) correctly.

2.3 SECTION C: MAP READING AND PHOTOGRAPH INTERPRETATION

2.2.1 Question 7: Map Reading and Interpretation

This question instructed the candidates to study the map extract of Kasamwa (Sheet 32/4) and to; (a) identify two ways that had been used to show the relief on the map, (b) draw a relief section to connect Nyabubele hill at grid reference 383834 and Bungwe hill at grid

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reference 430825, (c) identify the length of all-weather road in km from grid reference 315844 to grid reference 443940 and, (d) find the bearing of Chabulongo hill at grid reference 367917 to a school at Nyamahuna grid reference 349818.

The question was attempted by all candidates, whereby 89.1% of the candidates scored from 0 to 5.5 marks, of which 50.6% scored a zero; 7.8% scored from 6 to 8.5 marks and 3.1% scored from 9 to 18 marks. This question was poorly performed as more than 89.1% scored below average. Table 4 illustrates the candidates' performance in question 7.

Table 4: The Candidates' Performance in Question 7.

Scores	Remarks	Candidates	
		Number	Percentage (%)
0 – 5.5	Weak	341,221	89.1
6 – 8.5	Average	30,085	7.8
9 – 18	Good	11,800	3.1
N = 383,106			

The candidates who scored a zero showed lack of knowledge of the subject matter. These candidates failed to give correct answers in parts (a), (b), (c) and (d). In part (a) they failed to identify the two ways of showing relief on a map; instead, some mentioned types of scale of a map while others mentioned the essentials of a good map. In part (b) they failed to draw a relief section to connect Nyabubele hill at grid reference 383834 and Bungwe hill at grid reference 430825. Some of the candidates drew without using appropriate scale and failed to provide the title of the relief section as required while others were unable to identify the grid references hence failed to draw the correct relief section.. In part (c) they failed to identify the length of all-weather road in km from grid reference 315844 to grid reference 443940. Some of the candidates failed to identify the correct points to be measured while others gave wrong distance of the all-weather road. In part (d) some were unable to find the correct bearing of Chabulongo (grid references 367917) hill to a school at Nyamahuna (grid references 367818) while others skipped the question. Extract 7.1 is a sample of one of the poor responses.

Extract 7.1

7.	a/ The way of relief on the map.	
	i/ Airfield Run way	
	ii/ The way of Mining	
b/	1cm ⟶ 50,000 km	
	13cm ⟶ ?	
	$\dfrac{50,000\,km \times 13\,cm = 1\,cm \times x}{1\,cm} = \dfrac{1\,cm \times x}{1\,cm}$	
	= 650,000 km	
	from the scale	
	1cm ⟶ 0.5 km	
	2 cm ⟶ ?	
	$\dfrac{1\,cm \times x}{1\,cm} = \dfrac{2\,cm \times 0.5\,km}{1\,cm}$	
	1 km	
	650,000km × 1 km	
	= 650,000 km²	
	∴ The relief are 650,000 km².	
c/	1 cm ⟶ 50,000 km	
	12 cm ⟶ ?	
	$\dfrac{1\,cm \times x}{1\,cm} = \dfrac{12\,cm \times 50,000\,km}{1\,cm}$	
	600,000 km	
	1cm ⟶ 0.5 km	
	2 cm ⟶ ?	
	$\dfrac{0.5\,km \times 2\,cm}{1\,cm} = \dfrac{1\,cm \times x}{1\,cm}$	
	1 km	
	1 km × 1 km = km²	
	600,000km × 1 km = 600 km².	
	∴ The length of the all-weather are 600, km²	
d/	1 cm ⟶ 0.5 km	
	2 cm ⟶ ?	
	$\dfrac{1\,cm \times x}{1\,cm} = \dfrac{2\,cm \times 0.5\,km}{1\,cm}$	
	x = 1 km	
	1 cm ⟶ 50,000 km	
	24 ⟶ 12 km	
	$\dfrac{50,000km \times x}{50,000\,km} = \dfrac{1\,cm \times 12\,km}{60,000\,km}$	
	= ½ cm	
	1cm ⟶ 0.5 km	
	½ cm ⟶ ?	
	$\dfrac{½\,cm \times 0.5\,km}{1\,cm} \quad \dfrac{1\,cm \times x}{1\,cm} = 12$	
	12 km ⟶ 12 km².	
	∴ The Bearing are 12 km²	

Extract 7.1 indicates a sample of a response of a candidate who mentioned airfield run way and way mining instead of identifying ways used to show relief and gave incorrect calculation of finding distance instead of drawing cross-section, identifying length of all-weather road in km (d) to find the bearing of Chabulongo to Nyamhuna.

The candidates who scored from 0.5 to 5.5 marks demonstrated several weakness and strengths. Some failed to score any marks in both parts of the question while others failed to give correct answers in some parts of the question. In part (a) some of the candidates failed to identify the two ways of showing relief on a map while others managed to score few marks. Moreover, some of them were able to give two ways that have been used to show relief on the map.

In part (b) the majority of the candidates failed to draw the relief section connecting Nyabubele hill and Bungwe hill; instead, they sketched Nyabubele hill and Bungwe hill as shown from the given map of Kasamwa contray to the demand of the question. Other candidates sketched relief section but failed to give title and scale due to insufficient knowledge and skills of drawing a cross section.

In part (c) some of the candidates misconceived the question as they calculated the area covered by Nyabubele and Bungwe hills instead of finding the length of all-weather road while others showed partial knowledge in measuring the length of all-weather road in kilometres from the given grid references and hence scored few marks in few correct procedure used to measure length.

In part (d) some were unable to find the correct bearing of Chabulongo (grid references 367917) hill to a school at Nyamahuna (grid references 367818) while others provided the correct bearing but failed to provide the correct degrees.

Moreover, the candidates who scored from 6 to 8.5 marks had knowledge in some of the parts of this question. Some managed to identify ways used to show relief on the map but failed to draw a relief section to connect Nyabubele and Bungwe hills. In addtition to that, others were able draw a relief section correctly but failed to write title of the cross section and the scale used in sketching a cross-section. Furthermore, some managed to measure the length of all-weather road in centimeters but failed to change them into kilometers as the question demanded. Others managed to identify the length of all-weather road but failed to find the correct bearing of Chabulongo hill at grid reference 367917 to a school at Nyamahuna grid reference 349818.

On the other hand, the candidates who scored from 9 to 18 marks had enough knowledge on the subject matter as they were able to identify two ways used to show the relief on the map extract of Kasamwa by giving supporting evidences correctly. Furthermore, they managed to draw a well labeled cross section showing all features found between Nyabubele and Bungwe and they could indicate the title and a scale used to sketch it. Moreover, they managed to measure the length of the all-weather road in kilometer and to find the bearing of Chabulongo hill to a school at Nyamahuna correctly. However, their scores varied depending on the ability to complete all parts correctly as the question demanded. Extract 7.2 is an sample of a response of a candidate who performed well in this question.

Extract 7.2

7. a/ Ways used to show relief on the map.
   i/ Spot heights
         Example; •1296 at grid 426899 near Ibanda hill.
                  • 1269 at grid 426955 near kilulumo Hill.

   ii/ Bench Marks
         Example; 1208BM at grid 345856.
                  1199BM at grid 354866.

7. c/ length of all weather road from 315844 to 443940.

      By using a piece of thread.
         Map distance   = 32·8cm.

      But scale of the map is 1:50,000
         1 km = 100000cm
          ?   = 50,000cm
              = ½km
      ∴ 1cm rep ½km.

         If 1cm rep ½km
            32·8cm rep ?
            $\frac{32.8 \times 1}{2}$ = 16·4km

      ∴ length of the all weather road is 16·4km.

d / Bearing of Chabulongo Hill at 367917 to Nyamahuna school at 349818.

Chabulongo Hill

School near Nyamahuna
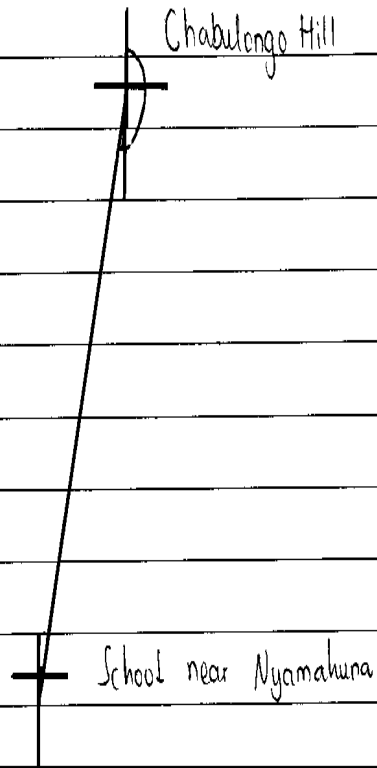
Using a protactor.

$$180° + 10° = 190°$$

∴ The bearing of Chabulongo hill at 367917 to a school near Nyamahuna at 349818 is 190°
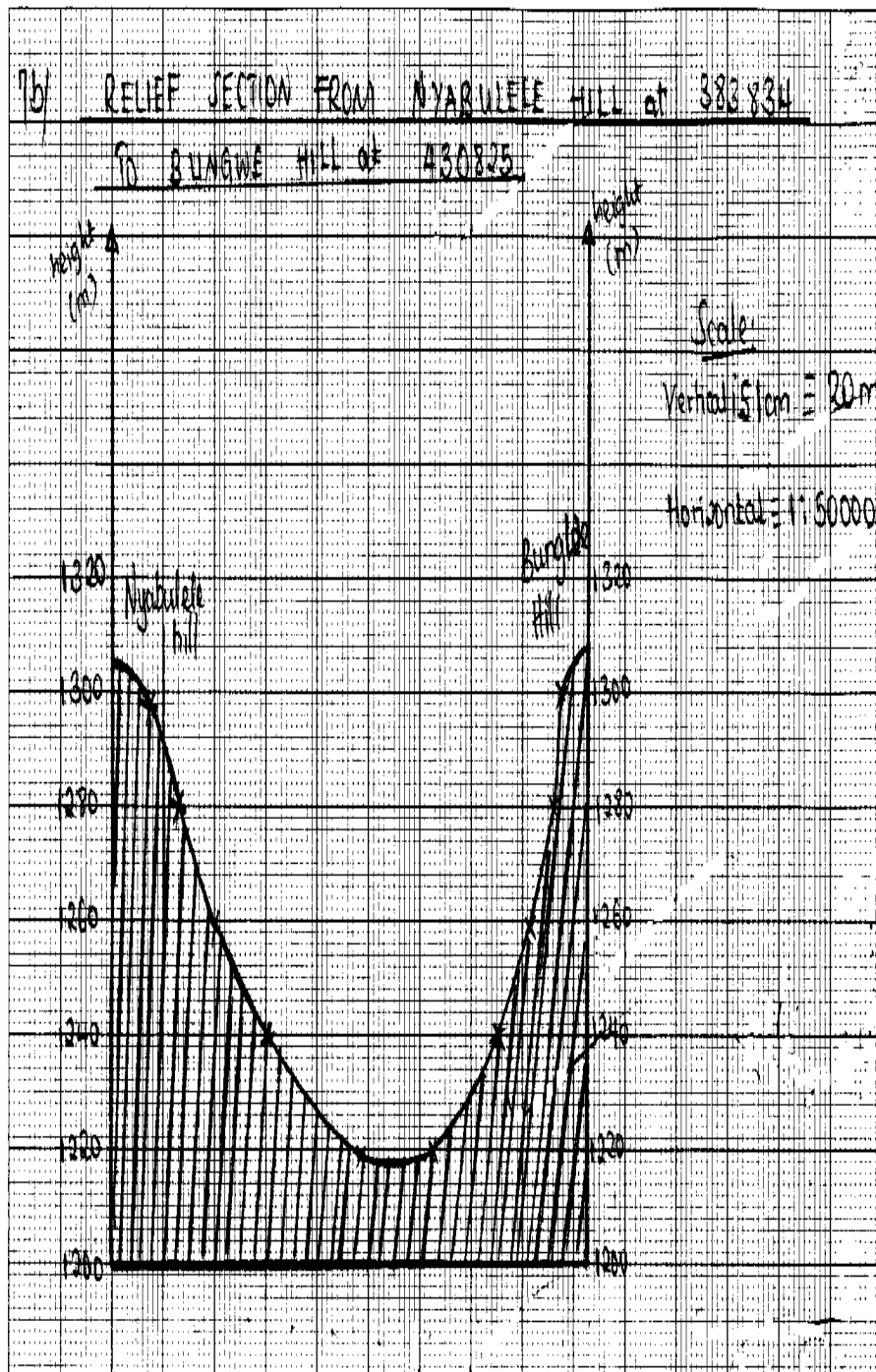
Extract 7.2 indicates a sample of a response from a candidate who identified ways of showing relief, drew a relief section, measured the lengh of all-weather road and found the bearing correctly.

2.2.2 Question 8 : Photograph Reading and Interpretation

This question instructed the candidates to study the photograph given and then to: (a) identify the type of the photograph, (b) describe the relief of the area, (c) describe the scale of production of the crop by giving two reasons, (d) explain two uses of the crop shown on the photograph and (e) describe three conditions necessary for the production of the crop. This question had 10 marks.

This question was attempted by all candidates; 64.5% of whom scored from 0 to 2.5 marks, of which 1.7% scored a zero. 24.4% scored from 3 to 4 marks and 11.1% scored from 4.5 to 10 marks. The general performance in this question was average as 35.5% of the candidates scored 30 and above marks as the data illustrates in table 5.

Table 5: The Candidates Performance in Question 8.

Scores	Remarks	Candidates	
		Number	Percentage (%)
0 – 2.5	Weak	246,953	64.5
3 – 4	Average	93,658	24.4
4.5 – 10	Good	42,466	11.1
N = 383,106			

The candidates who scored from 4.5 to 10 marks managed to answer the question relatively well. They identified the type of photograph as an oblique photograph or low oblique photograph correctly. They were also able to describe the relief of the area by dividing the photograph into three parts such as the foreground and the middle ground which are characterized by the gentle sloping land whereby the back ground is a raised land. Moreover, they were able to describe the scale of production as small scale agriculture due to small size of the farm and presence of settlement as supporting reasons. Furthermore, one candidate explained the uses of the crop shown on the photograph as well as conditions necessary for the production of the crop such as; *high temperature, moderate rainfall, gentle sloping land and fertile soil*. The variations of

their marks were determined by the clarity and correctness of their responses. Extract 8.2 illustrates this.

Extract 8.2

8a	GROUND OBLIQUE	
b	The relief of the area is plain at the fore and middle ground but there are hills in the back ground	
c	The scale of production is small scale due to the following reasons (i) There are small houses at the back ground shewing that the area taken is not an official plantation (ii) The area covered by the crops is relatively small. only fore and middle ground	
d	(i) The crops can be used as a source of food for both human beings and other domestic animals like cattle (ii) The crops can be sold to gain income for other economic activities.	
e	Conditions necessary for the growth of crops are (i) Average rainfall (ii) Moderate temperature of about 20°c – 25°c (iii) Well drained and fertile soil.	

Extract 8.2 is a sample of a response from a candidate who provided relevant responses in part (a) oblique photograph as types of photograph, (b) described a relief of an area, (d) described scales of production and (e) explained three conditions necessary for growth of crop.

The candidates who scored from 3 to 4 marks managed to answer this question well in some parts. In part (a), some of the candidates were able to name the correct type of photograph as oblique photograph/low oblique while others gave incorrect types. In part (b) some gave partial description of the relief of the area while others described well. In part (c) some were able to describe the scale of production with insufficient

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reasons while others mentioned the scale without giving any description. In part (d) some of the candidates explained the uses of crop such as it is used as food for both people and animals, they are used as raw materials in manufacturing industries as well as its cobs can be used as a fuel if burnt. In part (e) some were able to describe few conditions necessary for the production of the crop such as average rainfall, well drained and fertile soil while others provided all the required points correctly. Moreover, some of the candidates' skipped parts of the question which caused variation of their scores.

The candidates who scored from 0.5 to 2.5 showed insufficient knowledge in some parts of the question. In part (a), for example, some of the candidates were able to name the correct type of photograph while others named the type of photograph with supporting evidences.

In part (b) some candidates answered the question by giving partial description of the relief of the area while others mentioned the observed physical features but failed to describe its location whether in the foreground, middle ground or the back ground.

Moreover, in part (c) some candidates managed to point out the scale of production without giving reasons while others described only one point correctly. The main problem in this part was candidates' inability to differentiate characteristics of small scale crop production from large scale crop production.

In part (d) some of the candidates were able to explain few uses of the crop shown in the photograph while other mixed correct and incorrect uses of crop.

In part (e) some of the candidates described few conditions necessary for the production of the crop while others failed to describe all the necessary condition for the production of the crop.

On the other hand, some of the candidates who scored a zero misconceived the demand of the question while others lacked knowledge on the subject matter hence failed to score any mark in both parts of the question. In part (a) some of the candidates gave the name of crop in the photograph instead of type of photograph while others named incorrect

types of photographs such as, ground/horizontal photograph and vertical photograph instead of oblique photograph.

In part (b), the candidates failed to describe the relief of the area shown on the photograph. Some of them mentioned the name of the crop shown in the photograph while others skipped the question.

In part (c), the candidates failed to describe the scale of production of the crop with supporting reasons. These candidates wrote various incorrect responses. For example, some mentioned large scale agriculture while others described importance of agriculture instead of describing scale of production.

In part (d), the candidates failed to explain the uses of the crop shown in the photograph. Some described the appearance of the crop in the photograph while others explained types of agriculture such as small scale agriculture and large scale agriculture instead of the uses of the crop seen in the photograph.

In part (e) the candidates described incorrectly conditions necessary for the production of the crop; for example, some mentioned types of weathering such as mechanical and biological weathering while others explained the characteristics of small scale agriculture instead of the conditions necessary for growth of crop shown on the photograph. Extract 8.1 is a sample of a response of candidate with irrelevant answers.

Extract 8.1

8. (a) The type of photograph is Ground leve photograph.

b/ The relief of the area are Maize.

c/ reasons are:
i/ Maize are growth.
ii/ Maize have put fertilisers.

The scale of production of the crop in the photograph.
i/ fertilisers.
ii/ Water and oxygens.
iii/ Medicine when to treatment.

d/ Uses of crop in the photograph.

i/ The maize are growth than better.

ii/ The maize have take any fertilizer example water and have good land.

e/ Condit of production of the crop
i/ Weathering

ii/ Good land.

iii/ The kind are growth.

Extract 8.1 is a sample of a response from a candidate who provided irrelevant responses in part (a) where she/he identified ground level as types of photograph, (b) mentioned maize as relief of an area, (d) fertilizer and water as scales of production and (e) mentioned weathering, good land and a kind are growth as condition necessary for growth of crop.

2.4: **SECTION D:**

2.4.1 **PART 1: REGIONAL FOCAL STUDIES**

2.4.1.1 Question 9: Agriculture

This question instructed the candidates to describe six contributions of cash crops production to the economy of United States of America. Total marks allocated for this question was 10.

The question was opted for by 49.2% of all the candidates, whereby 50.9% scored from 0 to 2.5 marks, of which 28.4 scored a zero, 14.4% scored from 3 to 4 marks and 34.7% scored from 4.5 to 10 marks. Generally, the performance of candidates in this question was average. Figure 5 illustrates the performance in question.
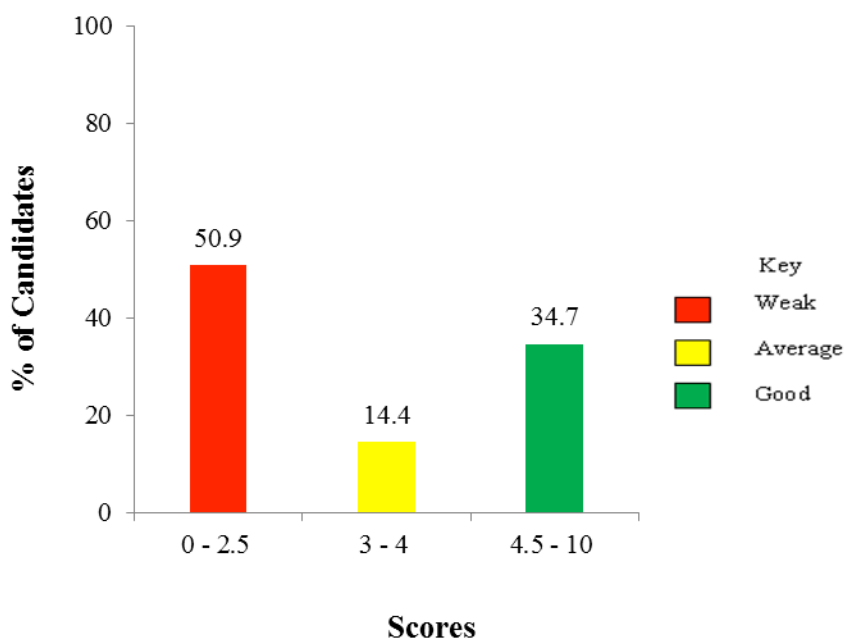
Figure 6: Trend of the Candidates' Performance in Question 9.

The candidates who scored from 4.5 to 10 marks were able to understand the demands of question and had sufficient knowledge on the subject matter. Moreover, they demonstrated mastery of writing skills as they

were able to provide relevant introduction and conclusion. They described the contributions of cash crops production in United States of America such as: *growth of industries, feeding of cattle, source of income, provision of employment, production of edible cash crops and encourage the development of transport and communication*. The variations of their scores were determined by the strength and clarity of their explanations. Extract 9.2 is a sample of a good response.

Extract 9.2

9	CONTRIBUTION OF CASH CROP PRODUCTION IN AMERICA
	Cash crop production refers to the cultivation of cash crops for the aim of earning money. Characteristics of cash crop production include use of advanced tools of production, use of large areas of land and growth of cash crops such as tea, cotton sical and coffee among others. Cash crop production in United States of America has a lot of contribution to their economy. These include the following:
	It has provided employment opportunities for most of the citizens. For examples in plantations alot of Americans are employed for manual and mental work and therefore it has helped reduce the rate of unemployment. As a result it has contributed to the rise of economy in America.
	Also it has helped the country to earn foreign income. This is the money received for exporting their cash crops to other countries and continents like Africa. Thus, by doing so it has raised the national income and contributed alot to the economy of America.

It has also helped to raise the Gross Domestic Product in America. GDP refers to the total amount of goods and services that a countries produces per year. Growth of cash crops has therefore to increased production. Rise in Gross Domestic product has direct impact on the economy of United States of America.

Cash crop production has also helped to improve transport and communication systems in United States. For example, the country has built better roads and modified the air transport so as to facilitate easy movement of the produced crops to the industrial areas or to markets. Hence it had advanced the economy in United States of America.

Cash crop production has also facilitated improvement of other economic sectors in the country. For instance the money earned has been used to improve industries that contribute to more production. Therefore it has made a great impact to the economy of America.

Generally, the cash crop production has not only alleviated the economy but also it has made social development such as improved social services and improving the welfare of the people in America.

Extract 9.2 is a sample of a candidate response who explained the contributions of cash crops production to the economy of United States of America correctly.

Meanwhile, some of the candidates who scored from 0.5 to 4 marks were able to provide relevant introduction and conclusion but their points lacked precise descriptions of their responses, others failed to describe all required points as the question demanded. Furthermore, some repeated the same points which had the same ideas although they presented them in different words for instances, *source of foreign currency* and *increase of foreign money* while others mixed up relevant and irrelevant points. Such responses explain the variation of their scores.

On the other hand, the candidates who scored a zero failed to identify the demands of the question and lacked knowledge of the subject matter. Some of the candidates were unable to describe the concepts as the

question demanded, while others provided irrelevant answers due to misconception of the question. For example, one candidate gave *low level of science and technology, lack of transport and communication, diseases and pests as well as lack of raw materials* as factors for the contributions of cash crops production to the economy of United States of America s. Extract 9.1 is a sample of a poor response.

Extract 9.1

9.	Cashcrops refers to the crops which are to be firstly industrialized before human hasstarted to use them. In America (USA) the cash crops production is contributed to the following:
	Initially, Presence of enough capital: This is due to the availability of good economy thus encourages the production of much cashcrops which activates their industries.
	Furthermore, presence of good tools for preparations of the general activity of cash crop cultivation. Nice tools like tractors and caterpillars has made it simple to conduct the agriculture.
	Furtherstill presence of skilled labour who can use their knowledge in developing the general system of cash crops production in good order by the use of machines.
	Further apart, presence of different energy sources which facilitates the presence of enough tools and provition of enough services to the crop cultivators.
	Aditionally, Presence of enough water from rivers which when rain fails to fall irrigation takes place. A good example is river Missisippi which crosses the United states of America,
	Lastly, Presence of good leadership for government support where by they make sure that they listen to what the farmers want and think to help then in a proper time thus encourages the farmers.
	However, things are being done due to industrial development where by all cash crops produced are easily sent to the industries for procession and manufacturization.

Extract 9.1 is a sample of a response of candidate who explained factors for development of agriculture such as presence of enough capital, skilled labour, good leadership and government support, hence scored a zero mark.

2.4.1.2 Question 10 : Water Management for Economic Development

This question instructed the candidates to analyse six potentials of Rufiji river basin. Total marks allocated for this question was 10.

The question was attempted by 29.9% of the candidates, whereby 22.6% scored from 0 to 2.5 marks, of which 11.2 % scored a zero mark; 11.7% scored from 3 to 4 marks and 65.7% scored from 4.5 to 10 marks. Generally, the performance of candidates in this question was good, as 65.7% scored above average. Figure 6 give illustration.
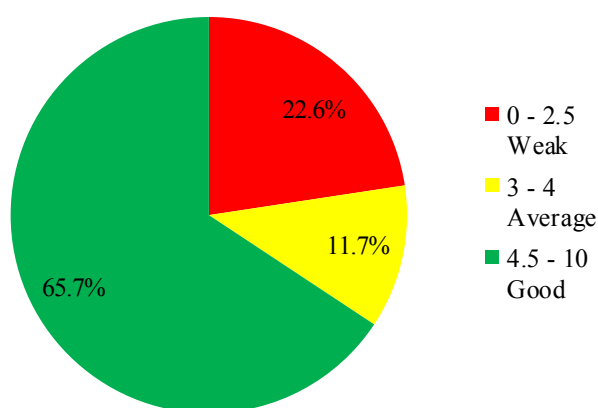
Figure 7: The Candidates' Performance in Question 10.

The candidates who scored from 4.5 to 10 marks were able to give relevant introductions, conclusions, and they managed to analysed potentials of the Rufiji river basin. For example, one candidate analysed the correct points such as; *generation of hydroelectric power, navigation, fishery activities, tourism activities, irrigation schemes and projects, and provision of employment opportunities.* The variations of their responses were determined by the ability to clarify relevant points related to the tasks of the question. Extract 10.2 is a sample of a good response.

Extract 10.2

> 10. The Rufiji River Basin (RUBADA) is a parastatal which was established in 1975 by the government of Tanzania for different purposes. The Rufiji River Basin has two channels the great Ruaha and the Kilombero river. This basin has several potentials in our country as enable people around the basin to conduct different activities well. These potentials are as follows:-
>
> Generation of electricity; The Rufiji River Basin is used in generation of hydroelectric power by the water falls of the basin which runs the machines and generate electricity which is used in industries and domestic uses.
>
> Create of employment opportunities; the basin has enabled people to be employed to run the process in the basin. As this have reduced high number of unemployed people in our country.
>
> Fishing activities; Also the basin has created the site for fishing activities to take place as the water from rivers contain fishes. People around the basin conduct fishing activities which has helped them to get income and not to depend on the helps from government.
>
> Used as the site for irrigation; The Rufiji basin is used in irrigation in the plantations and farms of people who cultivate. When there is no rainfall water from the basin is used for irrigation.
>
> Source of income and tourist attraction centre; The Rufiji basin has unique species of plants and animals which attracts tourists and get foreign currency for example The Selous game reserve is near this basin therefore many tourists come from different parts of the world and observe.
>
> Generally, the government must support this basin by providing of capital so that processes can be conducted easily and welcoming of investors so as to develop and use of high technology in the basin. By doing so the basin will continue to support the economy of our country.

Extract 10.2 is a sample of a good response from a script of a candidate who analysed the potentials of the Rufiji river basin correctly such *as generation of electricity, site for irrigation, source of income through tourism and fishing activities*.

Moreover, the candidates who scored from 0.5 to 4 marks had inadequate knowledge on the subject matter. Some analysed few correct points without giving an introduction and conclusion while others provided few correct points with related introduction and conclusion.

However, others just mentioned potentials of the Rufiji river basin instead of analysing their points while others gave incomplete explanations which were characterized by poor writing skills.

On the other hand, the candidate who scored a zero failed to understand the demands of the question and were unable to provide relevant introduction and conclusion. They could not analyse the potential of Rufiji river basin. For example, one candidate gave incorrect responses such as; *low level of science and technology, lack of capital and poor infrastructures* as potentials of Rufiji river basin Extract 10.1 illustrates this.

Extract 10.1

Extract 10.1 is a sample of candidate's incorrect response. The candidate explained problems facing the Rufiji river basin development such as lack of capital, low science and technology and poor infrastructure instead of its potentials.

2.4.2 PART 2: ENVIRONMENTAL ISSUES, POPULATION AND SETTLEMENTS

2.4.2.1 Question 11 : Population Change

The question instructed the candidates to give reasons for decreasing death rates in many part of the world. Total marks allotted for this question was 10.

The question was opted for by 20.2% of the candidates, whereby 57.1% scored from 0 to 2.5 marks, of which 37.9% scored a zero, 13% scored from 3 to 4 marks, and 29.9% scored from 4.5 to 10 of the allotted marks. The general performance of the candidates in question was average. Figure 7 illustrates the performance of candidates in this question.
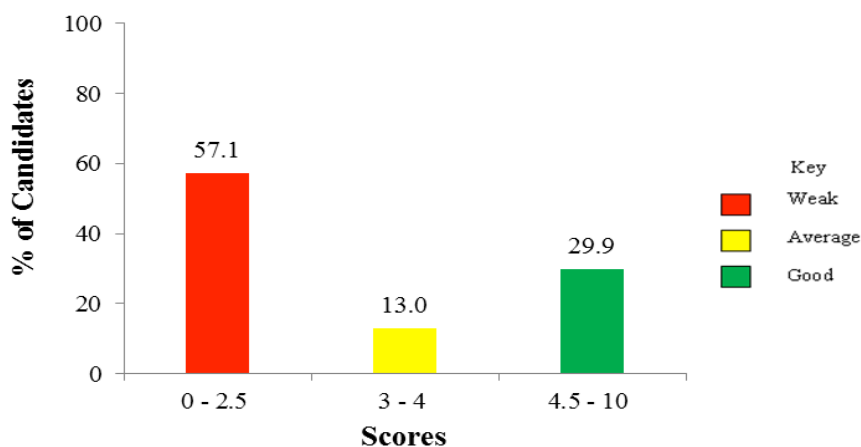
Figure 7: The Candidates' Performance in Question 10.

The candidates who scored from 4.5 to 10 marks had adequate knowledge on the topic from which this question was derived. They managed to provide relevant introduction, explained the points with relevant examples to support their arguments and gave a clear and related conclusion. Such good responses could be attributed to the candidate's ability to transfer classroom knowledge on the topic and relate it with their daily real life experiences because death is a common occurrence in their daily life for various reasons. For example, one

candidate provided correct responses such as; *improved personal hygiene, improved medical care i.e. vaccinations, hospitals, doctors, new drugs and scientific investigation, provision of clean water supply, presence of peace and security, improved income of people and control of disasters and epidemics.* However, the clarity and correctness of their responses resulted to variation of their scores. Extract 11.2 is a part of relevant responses.

Extract 11.2

Extract 11.2 is a part of the candidate's responses who managed to give reasons for decreasing death rates in many parts of the world such as improved health services, increased availability of food and provision of health education.

Moreover, the candidates who scored from 0.5 to 4 marks had insufficient knowledge on population issues. Some of the candidates in this group managed to provide relevant introduction and gave few correct reasons for the decreasing of death rate in many part of the world. While others, mentioned few correct points but failed to give relevant introductions and conclusions. The responses in this group varied depending on the ability of candidates to give relevant explanations.

On other the hand, the candidates who scored a zero failed to understand the requirement of a question and lacked knowledge on the subject matter. Furthermore, some had poor language skills while others showed lack of skills in organising essay questions such as introduction, main body and a conclusion. Moreover, instead of giving reasons for decreasing death rates in many parts of the world, some provided irrelevant answers on effects of high population growth while others explained on importance of population growth. For example, one candidate provided incorrect answers such as; *source of man power, source of government revenue, and providing market for the finished goods* as Extract 11.1 illustrates instead of reasons for decreasing death rate.

Extract 11.1

> 11. Population is the total number of people found in a certain geographical area; This is influenced by different factor which may lead to it's reduction or increase in number of people. Population growth is the increase in the number of people living in a certain area (geographical location. In todays, World there has been the continuous increase of death rates which has brough more harm to various nations. The following are the reasons for decreasing death rates in various parts of the World;
>
> Ensure constant labour supply; Since many people keep dying this leading to the population size of many countries. Various business or economic sectors keep on declining since there is no enough labour supply in these sectors. Labour are the people or machines which are used in various work for proper efficiency.
>
> Decline in the market sale rates; As many products are being produced and need to be sold. Due to the death rates, population decreases and as a result the goods stay in markets without being bought since there is high death rate and hence there is a need of reducing /decreasing the death rates.
>
> Reduction in the nation's income; The government relies on various sources of income such as taxes, grants and loans. Taxes are the income obtained from the people living in those areas but since many people keep on dying; the ways on how the nation get's income keeps on decreasing and hence, there is low developent on a certain area.
>
> Decrease in the gross domestic production; This is the total production of goods and services which relies on the quantity of people who participate in the production activities. Due to the increased death rates, there is a decrease in the labour supply on various sectors thus low production is present in various economic sectors most especially agriculture which highly relied on by various nations in the World.
>
> Increases dependency (economic) on other nations; Since a nation will now face shortage of labour supply, decline in production, decline in the market sales and all in all reduction in the nations income; This situation badly affects the economy of a certain nation leading to the increase in the level of poverty resulting into economy decline; thus having high economic dependency on other nations.

Extract 11.1 is a part of a candidate's poor responses. The candidate mixed importance of population growth and effects of high death rate instead of explaining the reasons for declining of death rate in the World.

2.4.2.2 **Question 12 : Settlements**

This question instructed the candidates to describe six factors affecting growth of settlement in Africa. Total marks allocated for this question was 10.

This question was opted for by 66.2% of the candidates out of which 29.3% scored from 0 to 2.5 marks, of which 5.7 scored a zero. 19.8% scored from 3 to 4 marks and 50.9% scored from 5 to 10 marks. The performance of candidates in this question was good as 50.9% scored above average. Table 6 illustrates performance of candidates in this question.

Table 6: The Candidates' Performance in Question 12.

Scores	Remarks	Candidates	
		Number	Percentage (%)
0 – 2.5	Weak	74,252	29.3
3 – 4	Average	50,098	19.8
4.5 – 10	Good	129,143	50.9
N = 253,493			

The candidates who scored from 4.5 to 10 marks provided not only relevant introduction and conclusion, also had well described essay. They described factors affecting growth of settlements in Africa with examples, such as *topography, vegetation, fertile soil, availability of social services, availability of natural resources, good climatic condition, healthly environment, historical or political factors, and resettlement by the Government*. However, their scores varied depending on the strengths and clarity of explanations given. Extract 12.2 is an example of relevant response.

Extract 12.2

12. Settlement this implies dwellings of people on a certain geographical area. Settlement can either be Linear, nucleated or scattered. Settlement in Africa are unevenly distributed due to various reasons. Also growth of settlement in Africa has been influenced by various factors some of which include;

Political factors; this may include peace and security political stability. Countries which have peace and security and are politically stable experience high settlement growth compared to countries which are not at peace. Countries with good political conditions include, Tanzania which has rapid growth of settlements while countries such as Sudan where there is no peace experience low growth of settlement.

Presence of diseases and Pests; countries in Africa such as South Africa which are free from diseases and pests have great growth of settlement compared to countries such as the Democratic Republic of Congo which they are greatly affected by diseases and pests.

Relief; Areas with good relief in Africa experience growth of settlement since people prefer to settle in flat land compared to mountainous or dense forest areas such as in the Congo Basin

Transport and Communication Networks; Areas in Africa with good transport and communication system such as Kenya and South Africa experience growth of settlement since people prefer to settle in areas with good transport and communication system which will make them mobile.

Trading activities; Areas with increased trading activities such as the Mombasa area in Kenya experience growth in settlement since people prefer to live in areas where

12	trading activities are dominant compared to living in	
	areas with poor trading activities such as Uganda	
	Employment opportunities; In Africa settlement	
	growth is high where there is availability of	
	employment opportunities compared to areas with no	
	employment opportunities such as many rural areas in Africa.	
	Cities such as Dar-es-Salaam in Tanzania have a high	
	settlement growth due to having a large number of	
	employment opportunities	
	In summary, settlement growth in Africa goes	
	hand in hand with the population dynamics. Areas	
	with favourable conditions are mostly preffered for settlement	
	thus causing an increase in population of that area	
	and also influencing migration from areas with	
	unfavourable conditions.	

Extract 12.2 is a part of responses from a candidate who explained the factors affecting growth of settlement in Africa such as political stability, relief, transport and communication, trading activities and employment opportunities.

However, the candidates who scored from 0.5 to 4 marks demonstrated diverse weaknesses. Some described few relevant factors affecting growth of settlement while others listed down correct points without giving relevant description. Furthermore, some provided incomplete descriptions with spelling mistakes in their answers while others mixed relevant and irrelevant factors affecting growth of settlement. Moreover, some failed to write introduction while others failed conclude their essays.

As for the candidates who scored zero mark lacked knowledge on the subject matter from which this question was derived because they failed to understand the demand of question. For example, one candidate provided irrelevant responses such as; *unemployment, spread of diseases, immorality, poor social services, increase of crime and*

robbery and environment pollution which are correct response to impact of population growth. Moreover, some described other points which were irrelevant to the demand of the question while others just copied the question. Extract 12.1 is a sample of poor responses.

Extract 12.1

Extract 12.1 indicates a part of a candidate's poor responses. The candidate explained on things related with problems facing manufacturing industries and factors for the establishment of industries such as availabilities of raw materials and market instead of factors affecting growth of settlement in Africa.

3.0 PERFOMANCE OF CANDIDATES IN EACH TOPIC

The analysis of candidate's performance in each topics shows that, candidates had *good* performance in four topics; *Water Management for Economic Development* ranked first as 74.4 % of candidates had average of 30 marks and above, *Settlements (70.7%), Soil (57%),* and *Agriculture (49.1%).*

Furthermore, the candidates had an *average* performance in four topics; *Population and Development* in which 42.9% of the candidates had an average of 30 marks and above, question 1 which was set from *Solar System, Major Features of the Earth's Surface, Weather, Soil and Forces That Affect The Earth Crust* (44.4%), *Photograph Reading and Interpretation* (35.5%) and *Application of Statistics (*35.5%).

On the other hand, the candidates had *weak* performance in four topics; *Structure of the Earth* in which 26.2% of the candidates had a performance below average of 30 marks; *Elementary survey and Map Reading* (12.8%), *Introduction to Research* (12.3%) and *Map Reading and Interpretation* (10.9%).

In this report, the performance of the candidates is grouped into three categories which are *weak, average* and *good.* In 2015 the scores ranges used were as follows: from 0 to 29% is termed as *weak,* from 30 to 44 % is *average* and from 45 to 100 % is *good* performance while in 2014 the following score ranges were used: scores ranging from 0 to 29% (*weak*), 30 to 49%(*average*) and 50 to 100% (*good*).The comparison of candidate performance topic wise between 2014 and 2015 indicates a significant improvement. In question 1 (multiple choices question) which featured the following topics: *Solar System, Major Features of the Earth's Surface, Weather, Soil and Forces That Affect the Earth Crust.* The performance in question 1 increased/improved from weak (29.3 %) performance in CSEE 2014 to average (44.4%) performance in CSEE 2015. However, a decline in performance was observed in the following topics in CSEE 2015 *Map Reading and Interpretation* from *average* (40.3%) to weak (10.9%), and *Elementary Survey and Map Making* from average (42.5) to weak (12.8%) and *Photograph Reading and Interpretations* from *good* (71.6%) to average (37.4%). The comparison of candidates' performance for 2014 and 2015 in each topic is summarized in the ***appendix.***

4.0 CONCLUSION

The statistical data analysis shows that the candidates' overall performance in Geography paper for the Certificate of Secondary Education Examination (CSEE) in 2015 was far better compared to 2014. A total of 383,090 candidates sat for the CSEE 2015 in Geography examination, out of which 186,550 (48.7 %) candidates passed. The performance in 2015 has increased by 10.7 % compared to 2014 performance whereby a total of 239,523 candidates sat for the examination of which 90,938 (37.97%) of candidates passed.

The analysis shows that the candidates' good performance may be attributed to their ability to identify the demand of the question, sufficient knowledge on the subject matter, proficiency in English Language as well as computation and drawing skills. However, the candidates with weak performance revealed lack of some of these factors.

5.0 RECOMMENDATIONS

Based on the observations made through the analyses in this report, in order to improve performance of the prospective candidates in this subject the following should be recommended:

(a) The students should be encouraged to use English Language so as to improve their language skills. This can be done through various ways including the practice of speaking English inside and outside the classrooms, during their group discussions as well as the introduction of essay writing competitions in schools.

(b) Practical activities should be carried out in these topics; *Introduction to Research, Elementary Survey and Map Making, Introduction to Statistics* and *Map Reading and Interpretation* so as to improve students' skills on drawings, measurements, calculating, observation and recording.

(c) The teacher should guide students to go through all the topics across the Geography syllabus to make a thorough revision. This is to ensure that they have enough knowledge and skills that are needed in answering the examination questions.

(d)   The teachers should employ participatory teaching and learning techniques which nurture active students' interest and impart diverse skills in the learning of Geography subject.

(e)   The school libraries should be equipped with Geography subject resources such as books, internet, online studies, journals and magazine. This may facilitate the students' extensive reading and self -study to equip them with reliable knowledge in geography contents.

Summary of comparison of Candidates' Performance in each topic for 2014 and 2015

S/N	TOPIC	2014			2015		
		Number of questions	Percentage of candidates scored 30 marks and above	Remarks	Number of questions	Percentage of candidates scored 30 marks and above	Remarks
1	*Water management for economic development*	-	-	-	1	74.4	Good
2	*Settlements*	1	83.4	Good	1	70.7	Good
3	soil				1	57	Good
4	*Agriculture*	1	53.2	Good	1	49.1	Good
5	*Population and development*	-	-	-	1	42.9	Average
6	*Matching Items from Various topic*	1	29.3	Weak	1	44.4	Average
7	*Application of statistics*	1	44.7	Average	1	37.4	Average
8	*Photograph Reading and Interpretation*	1	71.6	Good	1	35.5	Average
9	*Structure of the earth*	-	-	-	1	26.2	Weak
10	*Elementary Survey And Map Making*	1	42.7	Average	1	12.8	Weak
11	*Introduction to Research*	1	2.7	Weak	1	12.3	Weak
10	*Map reading and Interpretation*	1	40.3	Average	1	10.9	Weak
13	*Environmental issues and management*	1	82.3	Good	-	-	-
14	*Sustainable forestry*	1	70.6	Good	-	-	-
15	*Forces that Affect the earth's crust*	2	39.6	Average	-	-	-
16	*Climate and Natural Regions*	2	8.4	Weak	-	-	-