THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2018

013 GEOGRAPHY

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the Candidates' Items Responses Analysis Report for Geography Subject on the Certificate of Secondary Education Examination (CSEE) 2018. The report has been prepared in order to provide feedback to Secondary School candidates, teachers, Educational policy makers, parents and other educational stakeholders on the candidates' performance and how well the instructional goals objectives were met.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation which assesses the effectiveness of general system of education and the mode of education delivery in Tanzania Secondary School.

In this report, factors which influenced the candidates to answer the question correctly/incorrectly have been identified. The analysis shows that the candidates with high performance provided appropriate responses since they were able to identify the demand of each question, they had enough knowledge on the subject matter and they had adequate skills on essay writing, mathematical calculation, in reading and interpreting information from topographical map, photograph and statistical graph, they also had good mastering of English Language. The candidates with low score lacked such qualities. The analysis of each question has been done in order to show the strengths and weaknesses of the candidates in answering the questions.

The National examinations Council of Tanzania will highly be grateful for comments and suggestions from educational administrators, school managers, teachers, students and public in general that can be used for improving future Students' **I**tem **R**esponse **A**nalysis **R**eport.

Lastly, the Council would like to express sincere gratitude to all stakeholders who provided valuable assistance in the preparation of this report.

Dr. Charles E Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is based on the analysis of the performance of candidates' item response for the Form Four Certificate of Secondary Education Examination (CSEE) November 2018. The Geography paper covered the syllabus and adhered to examination format.

The CSEE Geography paper consisted of twelve (12) questions which were categorized into four sections, namely; A, B, C and D. Sections A, B and C had eight (8) compulsory questions while section D consisted of four (4) questions which were set into two parts (I and II) and the candidates were required to choose one question form each part. The candidates were required to attempt a total of the ten (10) questions.

The analysis of performance in individual items is presented by indicating the percentages of those who attempted the question and those who scored various marks. The focus is on the percentage of students with high marks, average marks and low marks. Extracts of responses from the candidates scripts have been presented to show how they responded in view of the demand of the question.

The criteria used in the analysis are as follows. The performance is considered to be Good, Average or Weak if the percentage of the candidates scored marks from 65 – 100 (green), 30 – 64 (yellow) and 0 – 29 (red) respectively. The samples of the candidates' responses are inserted as extracts to represent good, average and weak cases. Tables, graphs and charts are used to summarize the candidates' performance in percentage for a specific question. Appendix I shows comparison of the candidates' performance in percentage between CSEE 2017 and 2018 in terms of topics.

A total of 359,445 candidates sat for the Geography paper for the Certificate of Secondary Education Examination (CSEE) in 2018 of which 18,9525 (53.03 %) passed the examination and 46.97 percent failed the examination by scoring F, while in 2017 the total of 316,564 candidates sat for the CSEE paper of which 167,505 (53.18%) passed the examination and 46.82 percent failed. This indicates that the performance of the candidates in CSEE for the year 2018 decreased by 0.15 percent compared to the 2017 results.

Finally, the report provides the conclusion, recommendation and the appendix which shows the percentages of the candidates who scored 30

marks and above in each question and the figure which shows percentage of performance in each topic. It is expected that the report will be useful to Education stakeholders and it will enable teachers and the candidates to improve the teaching and learning process respectively in Geography subject

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE FOR EACH QUESTION

2.1 Section A: Physical and Mathematical Geography

2.1.1 Question 1: Multiple Choice Items

The question comprised of ten (10) multiple choice items taken from various topics in the syllabus. The candidates were required to choose the correct answer among the five (5) given alternatives.

This question was attempted by 359,450 (100%) candidates, out of which 76,174 (21.2 %) scored 0 to 2 marks of which 6,371 (1.8%) scored 0 mark, 224,857 (62.5%) scored from 3 to 6 marks and 58,419 (16.3%) scored from 7 to 10 marks. The performance of the question was good since 283,276 (78.8%) of the candidates scored from 3 to 10 marks. Figure 1 is a summary of the candidates' performance in question 1.

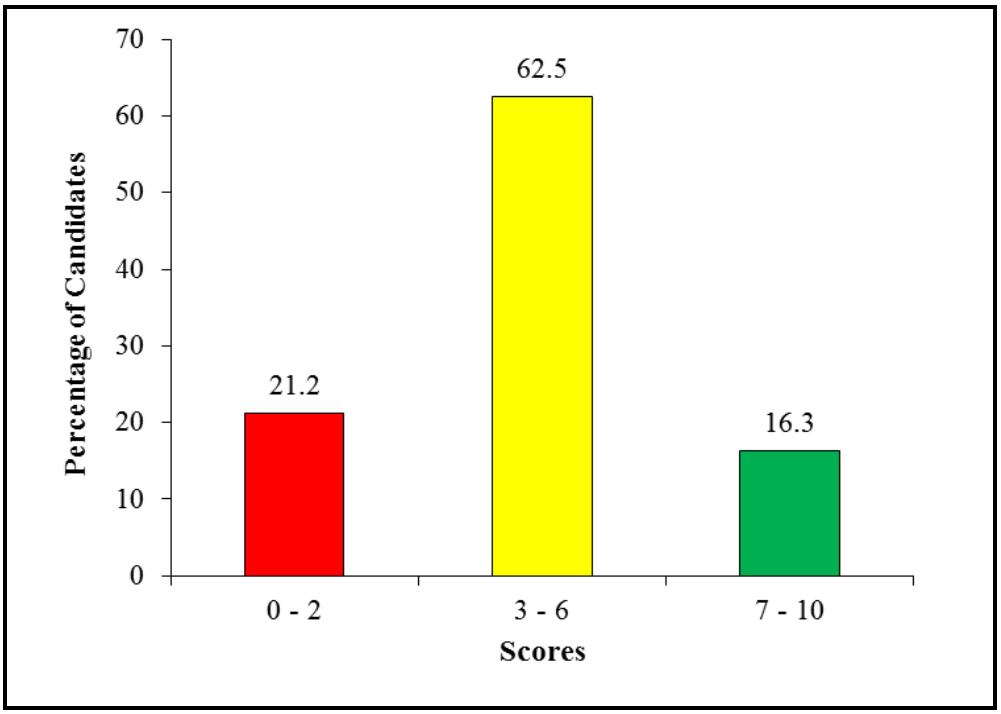


Figure 1: *Percentage of the Candidates' Performance in Question 1.*

The majority (78.8%) of the candidates performed well in this question as indicated in figure 1. The main reasons for such good performance were

attributed by the sufficient knowledge on the subject matter and understanding the demand of the questions. The following are the strengths and weaknesses which were observed in the candidates' scripts.

Item (i) required the candidates to identify an instrument used to measure maximum and minimum temperature. The candidates who chose the correct answer D *Six's Thermometer* had good knowledge on the topic of "weather" specifically on the sub topic of weather station. The candidates who opted for distractor B *Thermometer,* might have knowledge of the *Thermometer* as an instrument used to measure temperature hence they associated the word temperature which appeared on the stem of the question with distractor "B", but they failed to understand that normal *Thermometer* cannot measure maximum and minimum temperature at the same time. However candidates who opted for distractor A *Barometer,* C *Anemometer* and E *Hydrometer,* were not aware of the instruments used to measure maximum and minimum temperature since *Barometer is used to measure pressure, Anemometer is used to measure wind speed* and *Hydrometer is used to measure the specific gravity of a liquid by means of the principle of floatation*.

Item (ii) tested the candidates' knowledge on vulcanicity especially on identification of extrusive volcanic feature from the given alternatives. The candidates who chose the correct answer A *Crater,* were conversant with the concept of vulcanicity mainly on the extrusive volcanic features. Candidates who opted for distractors B *Laccolith*, C *Batholith*, D *Sills* and E *Dykes*, failed to differentiate between extrusive volcanic features and intrusive volcanic features as all selected distractors are the intrusive volcanic features.

In item (iii) the candidates were required to identify the factors for soil formation from the alternatives given. The candidates who chose the correct answer C *Time,* revealed good knowledge on the topic of "soil" particularly on the factors for soil formation. Candidates who opted for distractor A *Organic matters*, B *Mineral matters,* D *Water* and E *Air,* misconceived between factors for soil formation and components of soil since all selected distractors are the components of soil and not factors for soil formation.

Item (iv) required the candidates to identify the layer of the atmosphere which is nearer to the earth's surface. The correct answer was A *Troposphere*, which was chosen by the candidates who had knowledge on the topic of "structure of the earth" especially on the concept of layers of the atmosphere.

Candidates who opted for distractor B *Stratosphere*, D *Mesosphere* and E *Thermosphere,* had general knowledge on the "layers of the atmosphere" but were not able to identify the specific layer which is nearer to the earth's surface while those who opted for distractor C *Hydrosphere,* failed to recognize that: *Hydrosphere is the outer layer of the earth which consists of water masses (oceans and seas).*

Item (v) demanded the candidates to identify the heavenly body that possesses and transmits its own light from the given alternatives. The candidates, who chose the correct answer B *Sun,* showed that they were knowledgeable with the concept of "solar system" mainly on the characteristics of the sun. The candidates who opted for other distractors, A *Moon,* C *Earth,* D *Asteroid* and E *Planet,* failed to understand that all of these distractors are heavenly bodies in the solar system that revolves around the sun and shine by reflected light from the sun, hence they do not possess their own light.

In item (vi) the candidates were required to identify the region which consists of thick forests, tree dwellers and people who engage in cultivation of rubber, cocoa, bananas and oil palms. The correct answer was E *Equatorial* which was chosen by candidates who had sufficient knowledge on the "world climatic regions and their characteristics". The candidates who opted for other distractors A *Tropical Savanna,* B *Tropical Monsoon,* C *Polar Climate* and D *Mediterranean,* had general knowledge on the world climatic regions but they were not able to identify exactly climatic region which possesses the above characteristics since *Tropical savanna* is characterised by shrubs, scattered trees with tall grasses and people are engaged in the cultivation of sugarcane, maize, sisal and tobacco. *Tropical Monsoon* has iron wood, mangrove trees, sandal wood and people cultivate rice, maize, millet, sorghum, and cotton. *Mediterranean region* is characterised by coniferous trees, such as oak, eucalyptus, jarrah and karri and people are engaged in cultivation of cereal crops such as wheat, barley, rice, maize, and fruits such as orange, lemon, apricots and gripes while *Polar climate* has scant vegetation and the main economic activities are hunting and fishing.

Item (vii) required the candidates to identify the name of an instrument used to determine Magnetic North among the given alternatives. The candidates, who chose the correct answer B *Compass,* indicated that they were familiar

with the "instrument used for locating direction". The candidates who opted for distractor A *Stevenson Screen,* revealed that they lacked knowledge on the instrument used for locating direction because *Stevenson Screen is the wooden box in which some of the instruments of measuring weather are kept in.* The candidates who opted for distractors C *Thermometer,* D *Hygrometer* and E *Barometer* failed to differentiate between instruments used to determine Magnetic North and elements of weather since all selected distractors are the instruments used to measure elements of weather and not Magnetic North.

Item (viii) required the candidates to identify the process which **is not** responsible for chemical weathering. The candidates, who opted for the correct alternative B *Saltation,* indicated that they had sufficient knowledge on the process of river transportation which involves bouncing of small materials like pebbles, sand and gravel on its river bed. Candidates who opted for other distractors A *Carbonation,* C *Hydrolysis,* D *Hydration* and E *Oxidation,* failed to understand that all these are the processes of chemical weathering.

Item (ix) tested the knowledge of the candidates on "erosion by wave". The question required the candidates to identify features produced by wave erosion. The candidates who chose the correct answer A *Geo, Wave cut platform and Stack,* showed that they were familiar with "features produced by wave erosion". Candidates who opted for distractor B *Blow hole, Sea arch* and Levee, failed to recognize that Levee **is not** one of the wave erosion feature rather it is a river depositional feature. The candidates who selected *C Sea arch, Beach* and *Stump* realized that Sea arch and Stump are wave erosional features but they failed to recognize that Beach is produced by wave deposition.

On the other hand, the candidates who opted for distractor D *Beach, Spit and Bars* were not able to identify that all are features resulted from wave deposition and not wave erosion features while candidates who opted for distractor E *Tombolo, Meander and Cliff* failed to understand that Tombolo is the wave deposition feature, Meander is the feature which is resulted from lateral erosion in the river valley and Cliff is the wave erosion feature.

Item (x) tested skills of the candidates in measuring the distance on the map and converting it to the actual ground by using scale. The candidates were

required to determine the actual ground distance of a river with 18 cm on a map if the scale of the map is 1:50000. Candidates who chose the correct answer A *9km*, indicated that they had good skills on "calculating the distance of the river from the given map distance and converting to the actual ground distance by using the scale given". Candidates who opted for other distractors B *2km*, C *4km*, D *18km* and E *1km*, lacked skills on how to apply correct formula on converting map distance into actual ground distance by using scale.

2.1.2 Question 2: Structure of the Earth

This question consisted of 5 matching items composed from the topic of Structure of the earth. The question required the candidates to match the process involved in the formation of rocks in **LIST A** with the type of rock in **LIST B** by writing the letter of the correct response beside the item number. This question tasted the candidates understanding on different processes involved in the formation of rocks.

This question was attempted by 359,448 (100%) candidates where by 164, 313 (45.7%) scored from 0 to 1 mark of which 19.2 percent scored 0 mark, 1416,134 (39.4%) scored from 2 to 3 marks and 53,521 (14.9%) candidates scored from 4 to 5 marks. Generally the candidates performance in this question was average since 54.3 percent of all the candidates were able to score from 2 to 5 allotted marks. Figure 2 illustrates the candidates' performance in question 2.

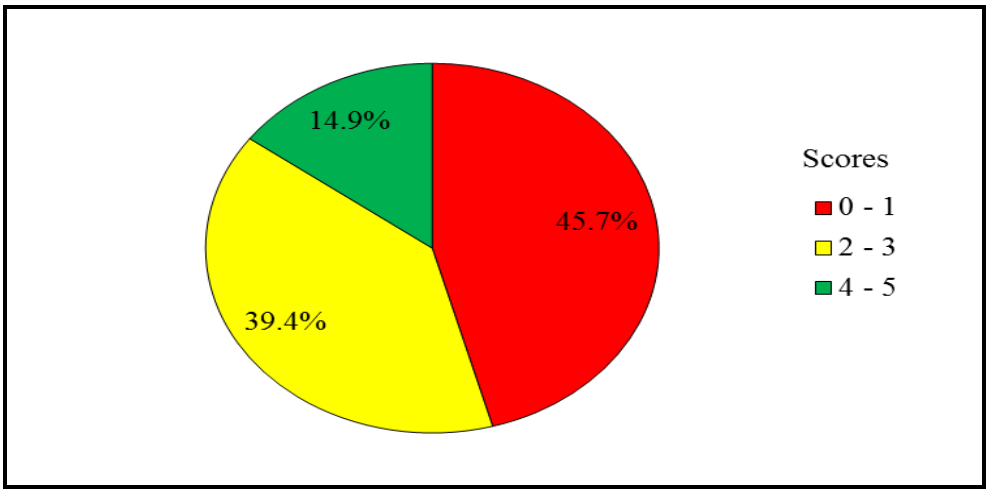


Figure 2: *Percentage of the Candidates' Performance in Question 2.*

The candidates who performed well (54.3%) in this question had adequate knowledge on the topic of Structure of the earth surface. They were able to match most of the processes involves in rocks formation with rock types correctly.

Item (i) required the candidates to identify the type of rocks formed when magma solidifies deep in the crust and can be exposed on the surface by agents of erosion. Candidates, who matched the correct option D *Intrusive volcanic rocks,* had adequate knowledge on the concept of "vulcanicity" especially on "the volcanic intrusive rocks". However the candidates who opted for B *Igneous rocks*, A *Crystalline rocks* and E *Extrusive volcanic rocks* probably were aware with the types of rocks formed by solidification of molten materials, but they failed to differentiate between rocks which are formed on the earth's surface or near the earth's surface and rocks which are formed deep in the earth's surface since *Igneous rocks* are the types of rocks formed when molten magma cools and solidifies either inside the rocks of the earth or when lava cools and solidifies on the surface of the earth. *Crystalline rocks* are the igneous type of rocks composed of crystals, while *Extrusive volcanic* rocks are the types of rocks formed when magma cools and solidifies on the earth's surface. Furthermore, other distractors C *Organic sedimentary rocks*, F *Metamorphic rocks* and G *Sedimentary rocks* which were chosen by the candidates had no direct relationship with the answer D *Intrusive rocks*.

Item (ii) required the candidates to identify the type of rocks formed when molten magma cools and solidifies inside the rocks of the earth (intrusive) or on the surface of the earth (extrusive). The Candidates who managed to identify the correct answer B *Igneous rocks* revealed good knowledge on the "processes involves in the formation of igneous rock and its characteristics". However, candidates who opted for A *Crystalline rocks* failed to understand these are types of igneous rocks but they are formed on the earth surface. Candidates who opted for D *Intrusive volcanic rocks* and E *Extrusive volcanic rocks* failed to understand that intrusive volcanic rocks involve solidification of magma inside the earth while *extrusive volcanic rocks* occur when lava solidifies on the earth surface. However, the candidates who chose other options C *Organic sedimentary rocks*, F *Metamorphic rocks* and G *Sedimentary rocks* which had no direct relationship with the stem since they are rocks formed by non-volcanic activities.

In item (iii) the candidates were required to identify rocks which are formed as a result of deposition and compaction of remains of dead plants and animals. Candidates who chose the correct answer C *Organic sedimentary rocks* had knowledge on "specific type of organically formed sedimentary rock according to their classification and mode of formation (origin) or composition". Candidates who opted for G *Sedimentary rocks* had a general knowledge on sedimentary rocks (formed by the deposition of eroded materials carried by moving rivers, wind or ice) *the* candidates might have been attracted by the word deposition since *Sedimentary rocks are the types of rocks formed by the deposition of eroded materials carried by moving rivers, wind or ice.* Candidates who opted for A *Crystalline rocks*, B *Igneous rocks*, D *Intrusive volcanic rocks*, E *Extrusive volcanic rocks* and F *Metamorphic rocks* failed to understand that these distractors had no direct relationship with the stem since they are types of rocks formed by volcanic activities.

Item (iv) required the candidates to identify the rock formed when different types of rocks are subjected to great heat and pressure. Candidates who chose the correct answer F *Metamorphic rocks* showed that they were familiar with "the formation of metamorphic rocks". Candidates who opted for option A *Crystalline rocks*, B *Igneous rocks, D Intrusive volcanic rocks*, E *Extrusive volcanic rocks* failed to understand that these types of rocks are formed through the process of cooling and solidification of molten material but they differ in their location of their occurrence. However, the candidates who chose other options, B *Organic sedimentary rocks*, D and G *Sedimentary rocks* failed to understand that these distractors had no direct relationship with the stem hence are rocks formed by deposited sediments.

Item (v) required the candidates to identify the type of rocks which are formed when sediments are deposited either by water, wind or ice. Candidates who were able to choose the correct answer G *Sedimentary rocks* had knowledge on formation of sedimentary rocks in general. The Candidates who matched it with C *Organic Sedimentary rocks* possibly confused it with the general meaning of sedimentary rocks as *Organic Sedimentary rocks are formed from the remains of plants and animal*. On the other hand, candidates who opted for A *Crystalline rocks*, B *Igneous rocks*, D *Intrusive volcanic rocks*, E "Extrusive volcanic rocks and F *Metamorphic rocks* had limited knowledge on how Sedimentary rocks are formed.

2.1.3 Question 3: Forces That Affect the Earth Crust

The question had two parts (a) and (b). Part (a) required the candidates to describe (i) Distributaries, (ii) Lagoon and (iii) Levee. Part (b) required the candidates to outline three conditions necessary for the formation of Delta.

This question was attempted by 359,446 (100%) of all the candidates of which 340,831 (94.8%) scored from 0 to 2.5 marks of which 306,026 (85.1%), scored 0 mark, 17,441 (4.9%) scored from 3 to 6.5 marks, 1,174 (0.3%) scored from 7 to 10 marks of which only 29 candidates were able to score full marks (10) in this question. The analysis shows that, out of 94.4 percent of the candidates who scored low mark 306,026 (85.1%) scored 0 mark. The question was poorly performed by the majority of the candidates as illustrated in Table 1.

SN	Total no of candidates	Range of scores	Percentage of scores(%)
1.	340,831	0-2.5	94.8
2.	17,441	3-6	4.9
3.	1,174	6.5-10	0.3

Table 1: *Percentage of the Candidates' Performance in Question* 3

The analysis of the candidates' performance indicated in table 3 shows that the majority of the candidates performed poorly in this question. The main reasons for the candidates' poor performance in this question were: lack of knowledge on the subject matter, failure to observe instructions like drawing the features instead of describing them, copping the questions only, writing question number only, giving insufficient number of correct points on conditions necessary for delta formation as required and misinterpretation of the question demands.

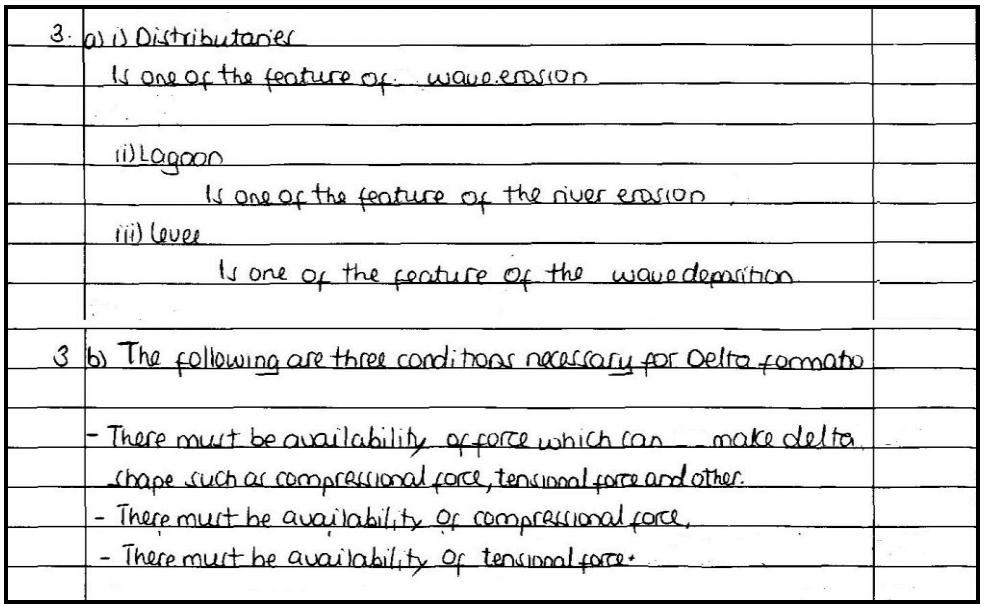
The majority of the candidates who scored a 0 mark (85.1%) failed to give correct answer to all parts of the question. This indicates that, they lacked knowledge on river action specifically on the features produced by river deposition. These candidates provided incorrect responses in both parts.

In part (a), majority of the candidates provided incorrect responses as some of the candidates misconceived the concepts tested with features resulted from wave erosion, wind deposition and river erosion while others provided irrelevant responses which showed lack of knowledge on the subject matter

with poor English language. Furthermore some of the candidates drew diagrams of the features instead of giving description of the concepts. For example, one of the candidates responses was such as: (a) *Distributarie*s is a *river action (b)* Lagoon *is the place where people live* and (d) Levee *is the instrument used in Geographical measurements*. Another candidate explained (a) Distributaries *as, the hill shaking which is associated to Earthquakes*, (b) Lagoon *is the science of measuring distance and angles* and (c) Levee *is the scientific study of body which control leveling machine.* Furthermore, another candidate defined (a) Distributaries *as the large channel of the river valley*, (b) Lagoon *is the ridge in the ocean floor* and *(c)* Levee *is the seasonal water fluctuation in the river channel*. In addition to that, another candidate interchanged the meaning of Lagoon with Levee, Levee with distributaries hence failed to score any mark in this part.

In part (b) some of the responses provided by the candidates were irrelevant as some of them provided responses which were contrary to the demand of the question while others showed lack of knowledge on the conditions necessary for the formation of a delta. For example, one candidate wrote conditions for the formation of coral reef instead of conditions for delta formation such as: - *clear and salt water, presence of planktons, Presence of shallow water* and *much supply of sunlight*. Another candidate wrote processes of river erosion such as:- *solution, hydraulic action* and *abrasion* instead of conditions necessary for the formation of Delta. Some of the candidates provided irrelevant answers which showed lack of knowledge on the subject matter. For example, the candidates' responses were such as: *necessary network, reality, materials and quality*, *formation of soil erosion, formation of tributaries patterns and formation of river drainage patterns, formation of distributaries, accumulation of alluvial and formation of Lagoon*, *steep soil, water movement and gravitational force*. These candidates scored 0 mark in this part. Extract 3.1 is a sample of such poor responses.

Extract 3.1


3. a) i) Distributaries
Is one of the feature of wave erosion
ii) Lagoon
Is one of the feature of the river erosion
iii) Levee
Is one of the feature of the wave deposition
3 b) The following are three conditions necessary for Delta formato
- There must be availability of force which can make delta shape such as compressional force, tensional force and other.
- There must be availability of compressional force,
- There must be availability of tensional force.

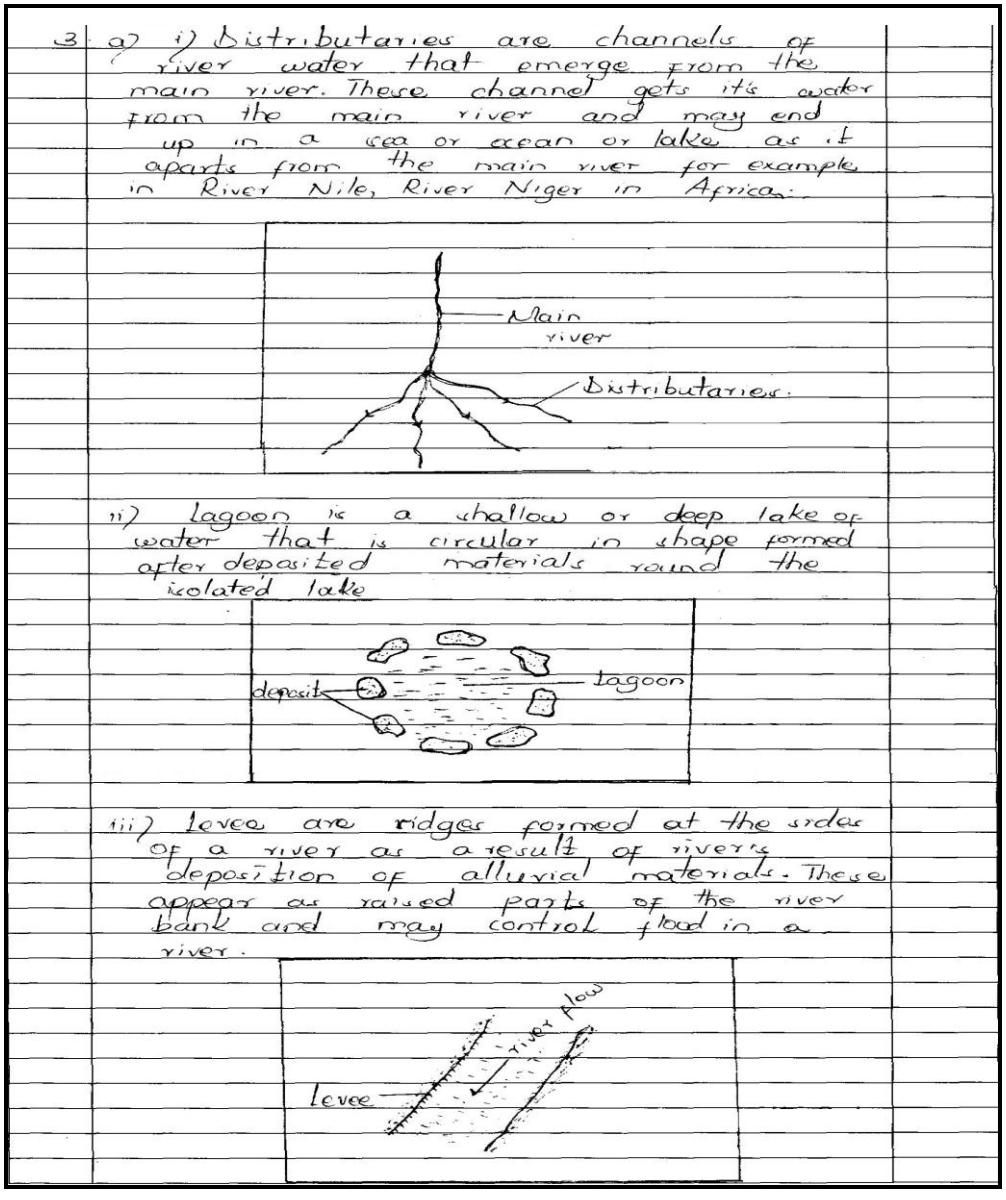
Extract 3.1: A sample of response from the script of the candidate who misconceived the demand of the question. In part (a) he/she mentioned :(i) processes of wave erosion instead of descriptions of distributaries (ii) river erosion instead of descriptions of Lagoon and (iii) wave deposition instead of descriptions of levees. In part (b) he/she mentioned internal forces that affect the earth crust instead of conditions necessary for Delta formation.

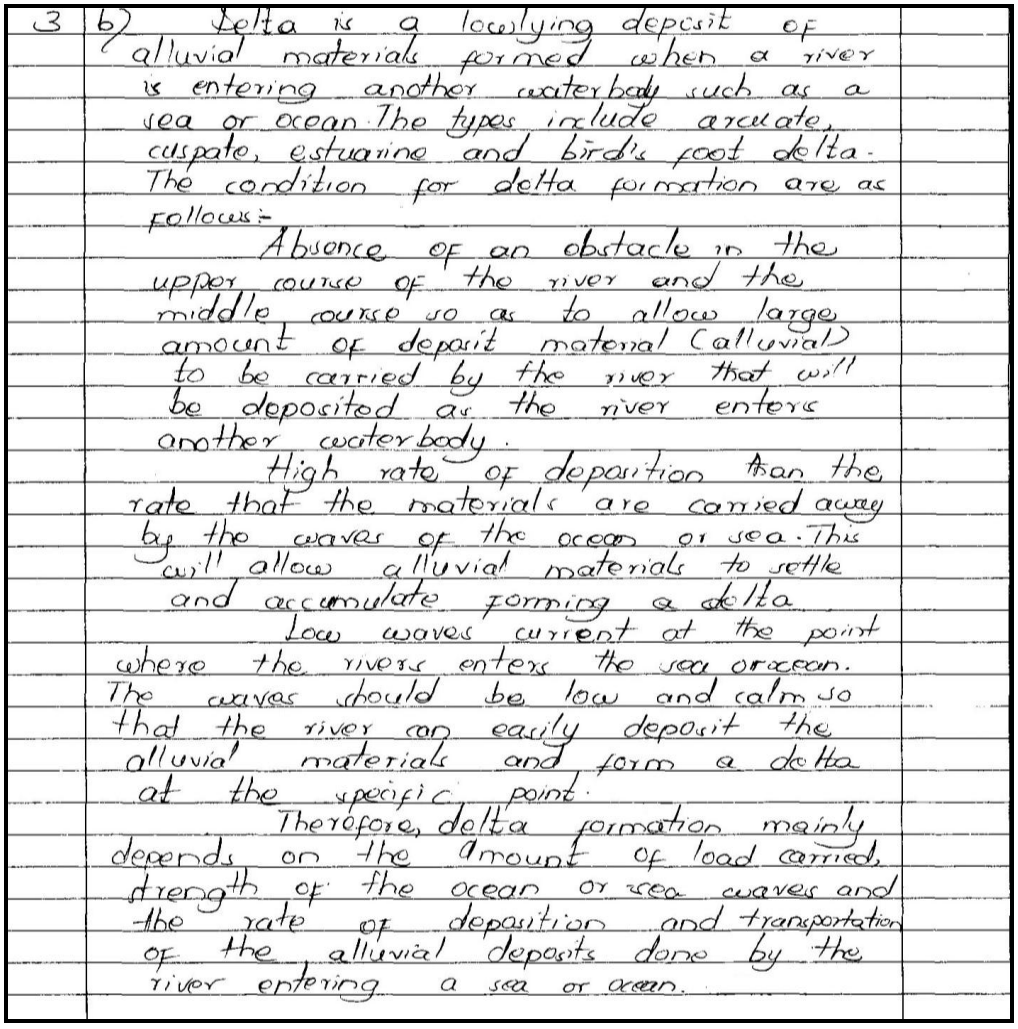
The candidates with average performance (5,2%) had inadequate knowledge on the subject matter since they failed to fulfill the demand of the questions. Some of the candidates mixed up the correct and incorrect responses while others gave partial descriptions of the concepts tested. For example, some of the candidates failed to describe the term Distributaries, Lagoon and Levee. For example, In part (a) one candidate described (i) Distributaries as *distribution of water*, (ii) Lagoon *is formed from the delta formation* and (iii) Levee *is the feature formed in the ocean*. On the other hand some of the candidates were able to describe only one correct concept while others provided partial description on both terms.

In part (b) some of the candidates managed to outline conditions necessary for delta formation while others pointed out only few conditions for the formation of delta. Furthermore, some of the candidates outlined partially the conditions necessary for the formation of delta while others listed the points without explanations.

Very few candidates (0.3%) who scored higher marks (7 to 10) showed adequate knowledge of river depositional features which occur at the lower course of the river development. The analysis shows that, some of the candidates were able to provide correct responses in both parts while others managed to respond correctly in few parts. The differences in correctness of their responses rendered their marks to vary from 7 to 10. Extract 3.2 is a sample of a correct response.

Extract 3.2




3 b) Delta is a lowlying deposit of alluvial materials formed when a river is entering another waterbody such as a sea or ocean. The types include arcuate, cuspate, estuarine and bird's foot delta. The condition for delta formation are as follows:-

Absence of an obstacle in the upper course of the river and the middle course so as to allow large amount of deposit material (alluvial) to be carried by the river that will be deposited as the river enters another waterbody.

High rate of deposition than the rate that the materials are carried away by the waves of the ocean or sea. This will allow alluvial materials to settle and accumulate forming a delta.

Low waves current at the point where the rivers enters the sea or ocean. The waves should be low and calm so that the river can easily deposit the alluvial materials and form a delta at the specific point.

Therefore, delta formation mainly depends on the amount of load carried, drength of the ocean or sea waves and the rate of deposition and transportation of the alluvial deposits done by the river entering a sea or ocean.

Extract 3.2: A sample of a response from the script of the candidate who provided correct answers in part (a) and (b).

2.2 Section B: Application of Statistics, Introduction to Research and Elementary Surveying.

2.2.1 Question 4: Application of Statistics

This question had four parts, (a), (b), (c) and (d). The candidates were required to;- (a) describe the type of statistical graph used, (b) analyse the five procedures involved in constructing such a statistical graph, (c) give two points and comment on the differences in coffee production shown in the

graph and (d) give three advantages of presenting data by using the type of graph described in 4 (a).

The analysis of the candidates performance showed that the question was attempted by 359,450 (100%) out of which, 92,301 (25.7%) scored from 6 to 9 marks, 132,225 (36.8%) scored from 3 to 5.5 marks, and 134,924 (37.5%) scored from 0 to 2.5 marks of which 17.6 percent scored 0 mark. Figure 3 illustrates the percentage of the candidates' performance in this question.

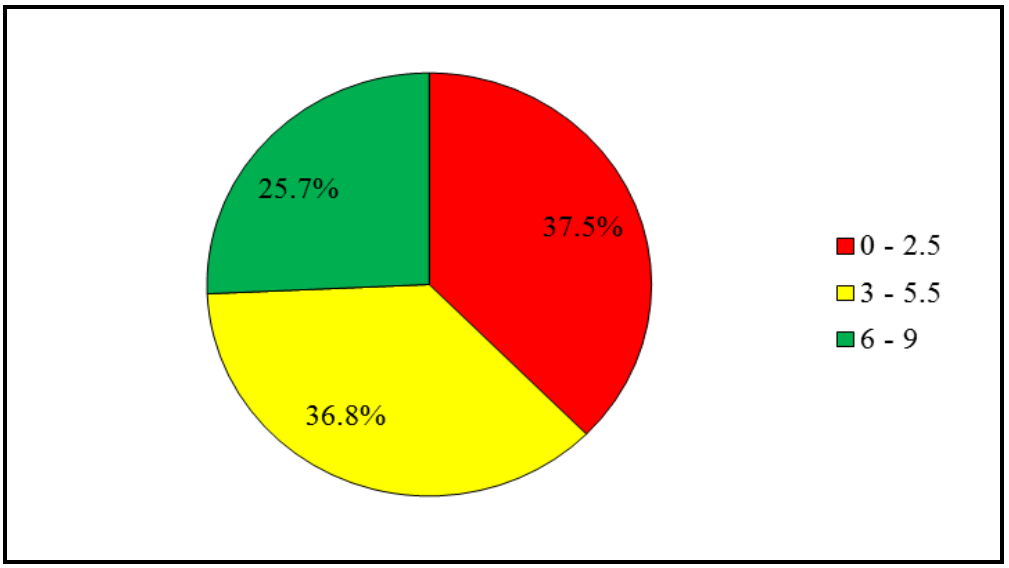


Figure 3: *Percentage of the Candidates' Performance in Question 4.*

Figure 3 shows that the question was averagely performed by the candidates as 65 percent of all the candidates were able to score 3 marks and above out of 10 allotted marks.

The candidates who performed well in this question scored from 7 to 9 marks. These candidates had adequate knowledge on the concept of statistics and skills in presenting and interpreting simple data. In part (a) they managed to describe the type of statistical graph used as *Bar graph which is usually employed to express or present data by a series, the height of each bar indicates the amount it represents.* In part (b) they were able to analyse the five procedures involved in constructing the statistical graph such as; - *Getting the data needed for constructing the bar graph, determining the vertical and horizontal scale of the graph, drawing the axes and insert the*

bars as per the stated vertical and horizontal scale, shading the bars and *inserting scale and the title of the graph.*

In part (c), the candidates showed knowledge in interpretation of information from the presented graphs as they were able to comment with reasons on the differences in coffee production shown in the graph. as;- *There was high production of coffee in the year 2012 where production was 70 tonnes, this may be due to good weather condition, good government support as well as increase in demand of coffee crop*. Also *there was low production of coffee in the year 2013 as only 20 tonnes of coffee was produced. This might be due to existence of pests and diseases, poor weather condition, availability of more coffee produced in the year 2012 as well as decrease in demand of coffee crop.*

In part (d) the candidates managed to give advantages of presenting data by using the type simple bar graph such as; - *They are relatively simple to draw as they only represent one item, they are simple to read and interpret, the graphs are good for comparison purpose* and *if the bars are well drawn they give good visual impression.* Extract 4.1 shows a sample of a good response

Extract 4.1

4. (a) Simple bar graph. The simple bar graph mainly involves presentation of data of one type of item such as coffee only or tea only.
- Simple bar graph has got individual separated bar, and not grouped bars.

(b) Procedures during construction simple bar graph includes:-

(i) Study carefully the data of an item given and write an appropriate title depending on the item and data given.

(ii) After writting a title, looking upon the data, choose an appropriate scale and the scale are written depending on the vertical and horizontal axises. thus horizontal scale can be representing 1cm to 1year while vertical can represent 1cm to 10000 tones

(iii) Then draw the vertical and horizontal lines (one each) and then put marks or values depending on the scale choosen.

(iv) Transfer data to the established vertical and horizontal axises accordingly. by drawing the bars vertically starting from the correct value on the horizontal axis and extend the bar to the correct value on the vertical axis.

(v) Shade well the bars and then draw the margin arround the graph.

(c)(i) There was high production of coffee by the year 2012. This shows that there were adequate rainfall and other condition for coffee production.

(ii) There was very minimum production of coffee by the year 2013. This shows there was no adequate condition for coffee production.

(d.) Advantages:-

(i) It is visually pleasing since the bars are well shaded.

(ii) Easier to interpret and compare the production since the highier the bar extends the highier the production.

(iii) It saves time since only few calculations are involved.

Extract 4.1: A response by the candidate who performed well in all parts of the question.

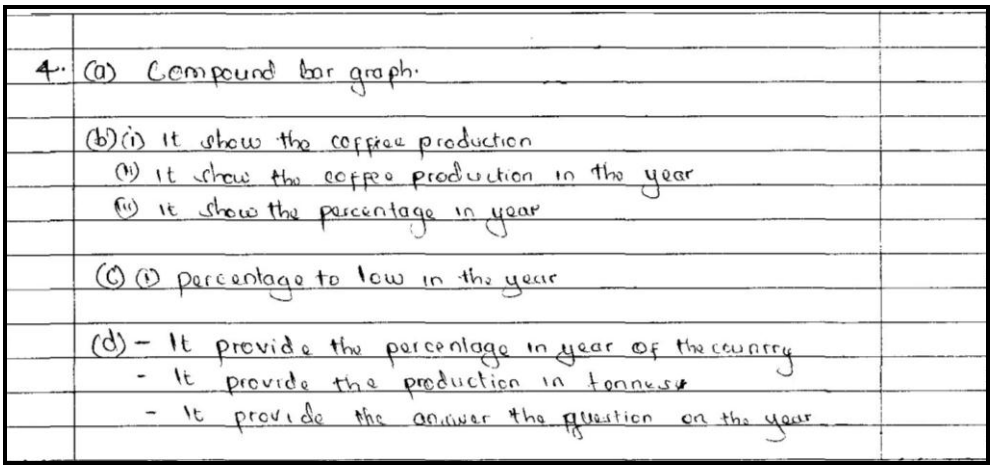
The candidates who scored from 3 to 5 marks provided incomplete responses to some parts of the question. This demonstrated that the candidates had very limited knowledge on the concept of statistics and skills on the statistical graph presentation and interpretation. Furthermore, the candidates understood the demand of the question but, they failed to provide all the correct responses. In addition, there were some candidates who were able to give less number of correct points in both parts while others in this category avoided the other parts.

Besides the average performance of the candidates in this question, 37.5 percent performed poorly as their scores ranged from 0.5 to 2.5 marks. Most of them answered all parts partially. In part (a) some candidates were able to mention the type of statistical graph correctly while others provided incorrect type of statistical graph. For example, one candidate wrote: *Compound bar graph* while the other candidates wrote *Divergent bar graph* instead *of simple bar graph.* In part (b) some candidates mixed correct and incorrect procedures involved in constructing the statistical graph while others analysed irrelevant procedures involved in constructing the statistical graph. For example, one candidate wrote "*draw two adjoining lines that is horizontal and vertical line, small space so you draw the first graph after escaping a space, all bars should leave a space after been drawn in order to make a space between bars* and *all bars should have the same side".* In part (c) some of the candidates were able to comment two differences in coffee production shown in the graph while others commented partially the differences in coffee production. For example, one candidate commented that, *the coffee production decreases and increases that is has no stability*. In part (d) some candidates were able to give only two advantages of presenting data by using the Simple bar graph while others misconceived the demand of the question and wrote on disadvantages of it.

The candidates who scored a 0 mark failed to provide correct responses in all parts of the question. Most of the candidates failed to use bar graph provided to answer the given questions. This indicates poor knowledge on the concept of statistics and skills on the statistical graph Interpretations. The items which were mostly misconceived by the candidates were (a), (b) and (c) as the candidates failed to use the graph provided to answer the questions asked instead, they provided responses which were contrary to the questions demand. For example in (b), one candidate listed tools used in drawing

statistical graphs such as;- *pencil, pen, ruler and sheet* instead of analyzing procedures involved in constructing statistical graphs while in (c) he/she explained types of coffee such as Arabica, Robusta and Liberica instead of commenting in differences in coffee production. Furthermore, the analysis shows that most of the candidates attempted only part (a) of the question and left the others. The candidates who attempted part (d) some failed to give advantages of bar graph while others provided the disadvantages of bar graphs. For example one candidate mentioned disadvantages of bar graph such as: *it is time consuming, it involves mathematical calculations*. Extract 4.2 illustrates a sample of the poor responses in this question.

Extract 4.1



Extract 4.2: A sample of response from the candidate who provided incorrect responses in all parts of the question.

2.2.2 Question 5: Introduction to Research

The question had two parts (a) and (b). Part (a) required the candidates to give three differences between interview and observation. Part (b) demanded the candidates to outline four merits of the library research. The question tested the candidates knowledge in research tools.

This question was attempted by 359,449 (100%) of all the candidates of which 238,957 (66.5%) scored from 0 to 2.5 mark of which 128,321 (35.7%) scored 0 mark, 91,586 (25.5%) scored from 3 to 5.5 marks and 28,906 (8%) scored from 6 to 9 marks. Figure 4 summarises the candidates' performance in question 5.

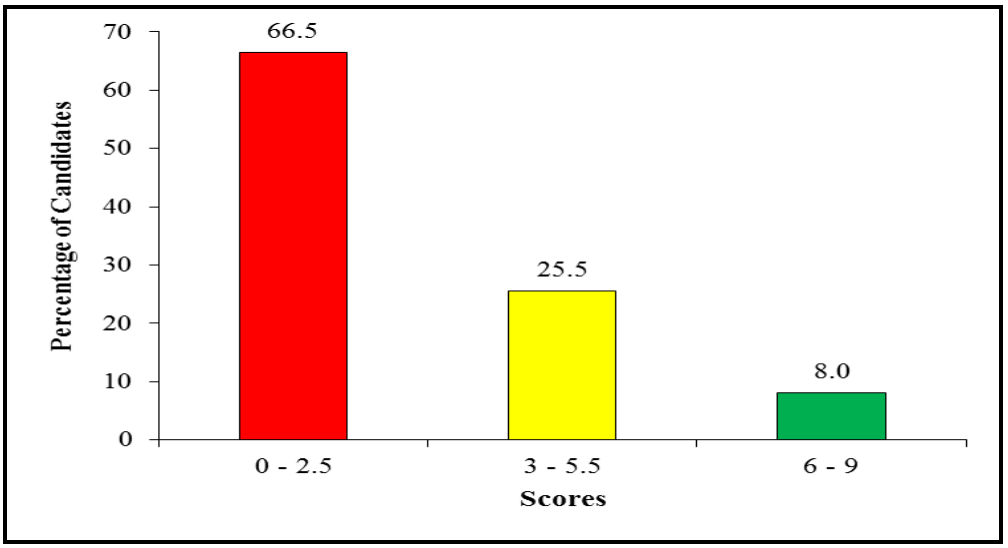


Figure 4: *Percentage of the Candidates' Performance in Question 5.*

Figure 4 shows that the question was averagely performed by the candidates as 36.9 percent of all the candidates were able to score 3 marks and above out of the 9 allotted marks in this question.

Majority of the candidates (66.5%) who performed poorly in this question scored from 0 to 2.5 marks. The candidates had limited knowledge on the research tools because most of them were unable to answer correctly to the most parts of the question as required. For example, in part (a), some of the candidates mixed up the correct and incorrect answers while others provided differences of questionnaire and interview instead of interview and observation while others provided correct and incorrect responses in the given parts. Further analysis shows that, some candidates managed to provide only one difference between interview and observation. For example, one candidate differentiated interview and observation as: *Interview involves face to face discussion between two people while observation uses sense of organs* while others wrote: *Interview is a method of collecting data through asking questions respondent while observation is the method of collecting data by using the sense of organs. Interview is divided into verbal section and nonverbal section while observation is divided into representative.* All the candidates' responses revealed incompetence on the subject matter.

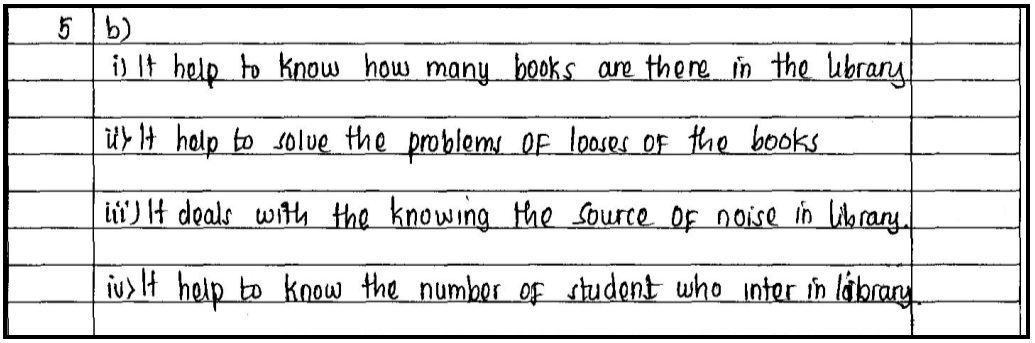
In part (b) some of the candidates outlined partially few correct merits of library research while others provided wrong merits of the library research.

For example, one candidate wrote, "*it is faster, it is easy to understand* and *it is used in small area, it involves direct research, it does not need procedures* and *it does not need more knowledge"*. For example, one candidate wrote, *it is not cost or expensive.*

The candidates who scored 0 mark failed completely to respond in all parts of this question correctly. This implies that they were not knowledgeable on the topic of research specifically on the concepts of the research tools and some failed to understand the demand of the question. In part (a) they provided differences between interview and observation in the wrong way as they confused between job interview and interview as a research tool. For example, one candidate explained the differences between interview and observation as, *Interview is a process of people to going in some areas or some sector to interview like teachers, industries and other sector, interview is a process of people to move from one place to other to interview about a to get a job in any sector like teacher, industries, secretary, doctors*.

In part (b), some of the candidates provided irrelevant responses, others provided criteria to be considered when conducting research while others misunderstood the question by providing importance of library in the school instead of library research. For example, one candidate wrote; - *It is used to geographical studies, to used of prevention book and past paper for the examination, to development of national language like Kiswahili* and *to the provide good performance of the student*. This portrays misconception of the question demands. Extract 5.1 illustrate a sample of poor response from one of the candidates who scored low mark.

Extract 5.1


5 b)
i) It help to know how many books are there in the library
ii) It help to solve the problems of looses of the books
iii) It deals with the knowing the source of noise in library.
iv) It help to know the number of student who inter in library.

Extract 5.1: A part of the candidate's responses who provided the importance of Library in the school instead of merits of Library research.

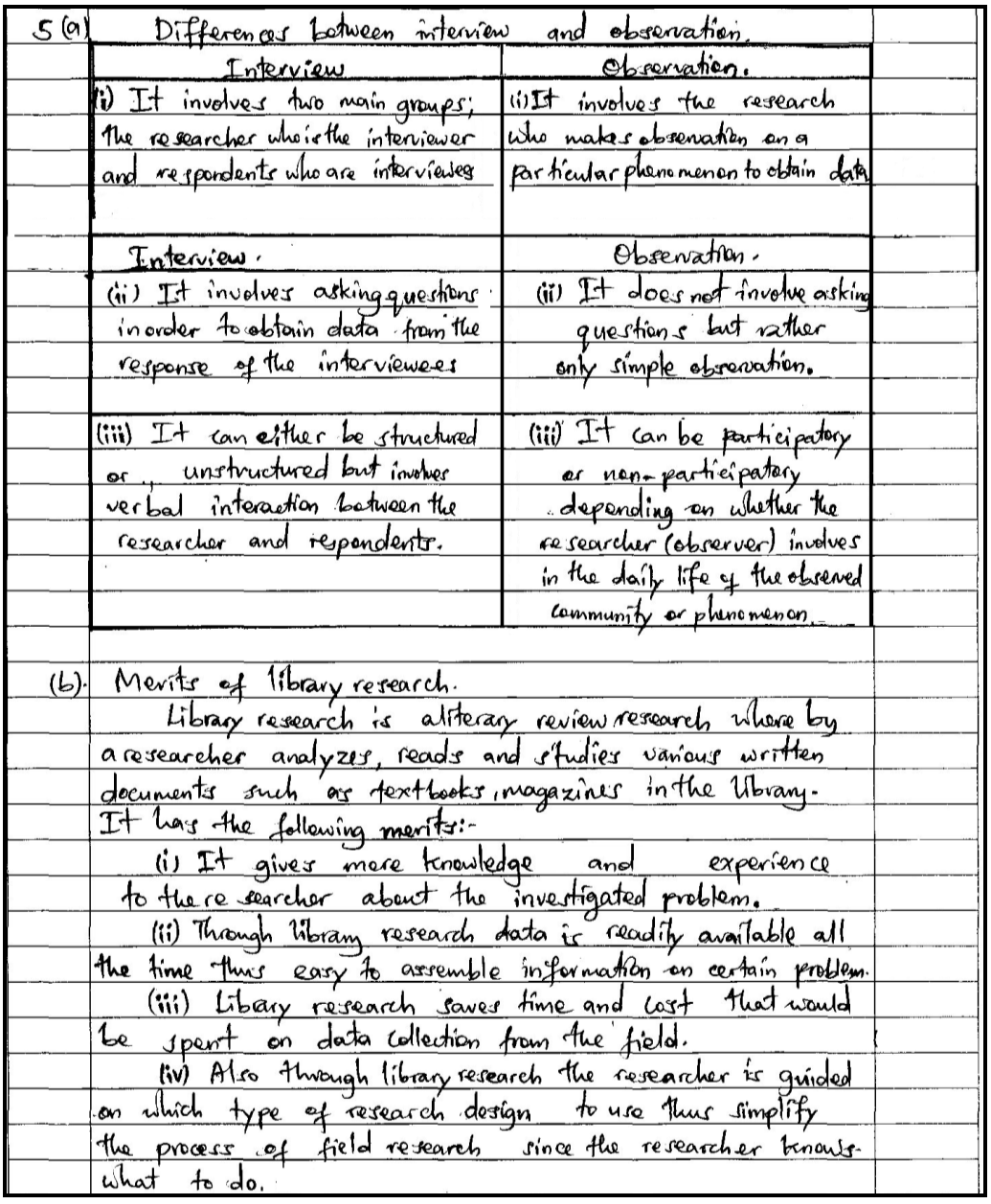
The candidates who performed averagely (3 to 5.5 marks) had an average understanding on the concept of research tools. In part (a) some of the candidates provided correct differences between interview and observation other candidates were able to give two correct differences between interview and observation. For example one candidate wrote; *Interview involves face to face dialogue* while *observation uses organs like eye, with interview it is easy to get more details* while *with observation is not easy*.

In part (b) some of the candidates outlined wrong merits of library research while others outline correct merits of library research. Some of the responses provided by the candidates were such as: *it involves direct research, it does not need procedures and it does not need more knowledge*. *It is easy to make analysis, it helps to know the history of other researchers that is what is researched and what is not, it helps to identify problems of research* and *it helps to get data which interview and observation cannot get so it saves time*. In additional to that, other candidates named the research tools such as: *interview, questionnaire* and *observation* instead of merits of library research. This indicates misconception of the question demand.

The candidates, who scored high marks (6 to 9), were able to answer most parts correctly. The candidates provided three differences between interview and observation correctly, and outlined merits of library research in part (b) as required, though some of their points were not well outlined. Furthermore, some candidates managed to outline the merits of library research with detailed

information in part (b). Only few candidates (0.6%) were able to answer the question correctly in both parts. Extract 5.2 is a sample of good responses.

Extract 5.2



5 (a) Differences between interview and observation.

Interview	Observation.
(i) It involves two main groups; the researcher who is the interviewer and respondents who are interviewees	(i) It involves the research who makes observation on a particular phenomenon to obtain data
Interview.	Observation.
(ii) It involves asking questions in order to obtain data from the response of the interviewees	(ii) It does not involve asking questions but rather only simple observation.
(iii) It can either be structured or unstructured but involves verbal interaction between the researcher and respondents.	(iii) It can be participatory or non-participatory depending on whether the researcher (observer) involves in the daily life of the observed community or phenomenon.

(b). Merits of library research.

Library research is a literary review research where by a researcher analyzes, reads and studies various written documents such as textbooks, magazines in the library. It has the following merits:-

(i) It gives more knowledge and experience to the researcher about the investigated problem.

(ii) Through library research data is readily available all the time thus easy to assemble information on certain problem.

(iii) Library research saves time and cost that would be spent on data collection from the field.

(iv) Also through library research the researcher is guided on which type of research design to use thus simplify the process of field research since the researcher knows what to do.

Extract 5.2: A sample of the candidates' correct responses. The candidate was able to differentiate between interview and observation and outlined the merits of library research.

2.2.3 Question 6: Elementary Surveying and Map Making

This question tested the candidates' knowledge on the significance of survey in social and economic activities. The question demanded the candidates to explain five importances of survey in daily life.

This question was attempted by 359,449 (100%) of all the candidates of which 253,149 (70.4%) scored a 0 to 2.5 marks, out of which 131,825 (36.7 %.) scored 0 mark, 94,985 (26.5%) scored from 3 to 5.5 marks and 11,315 (3.1%) scored from 6 to 9 marks. The performance in this question was poor as only 29.6 percent scored above 3 marks out of 9 marks. Figure 5 summarises the candidates' performances in this question.

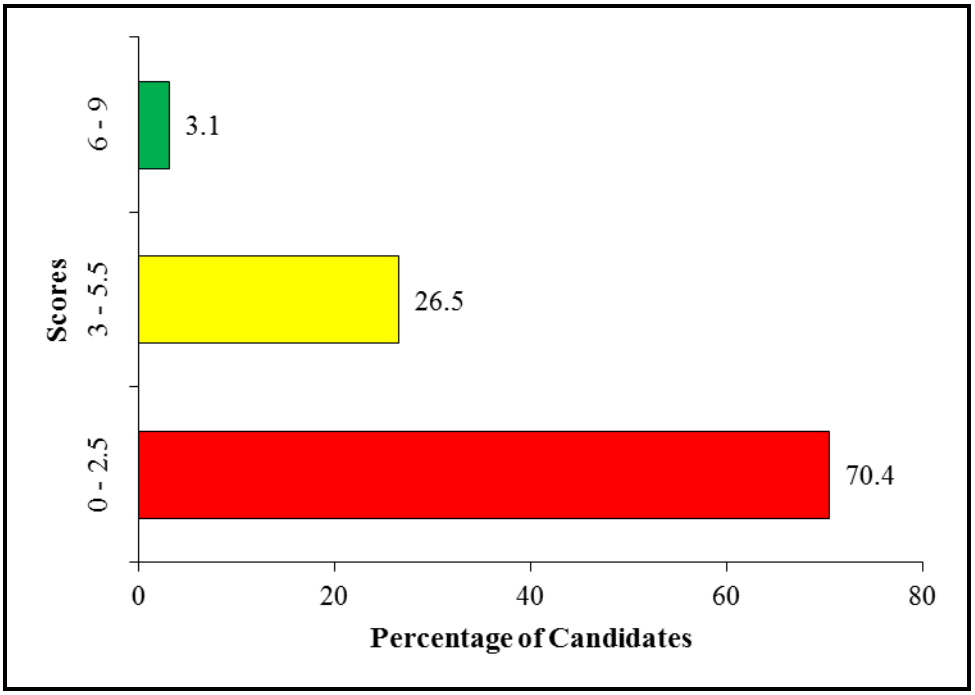


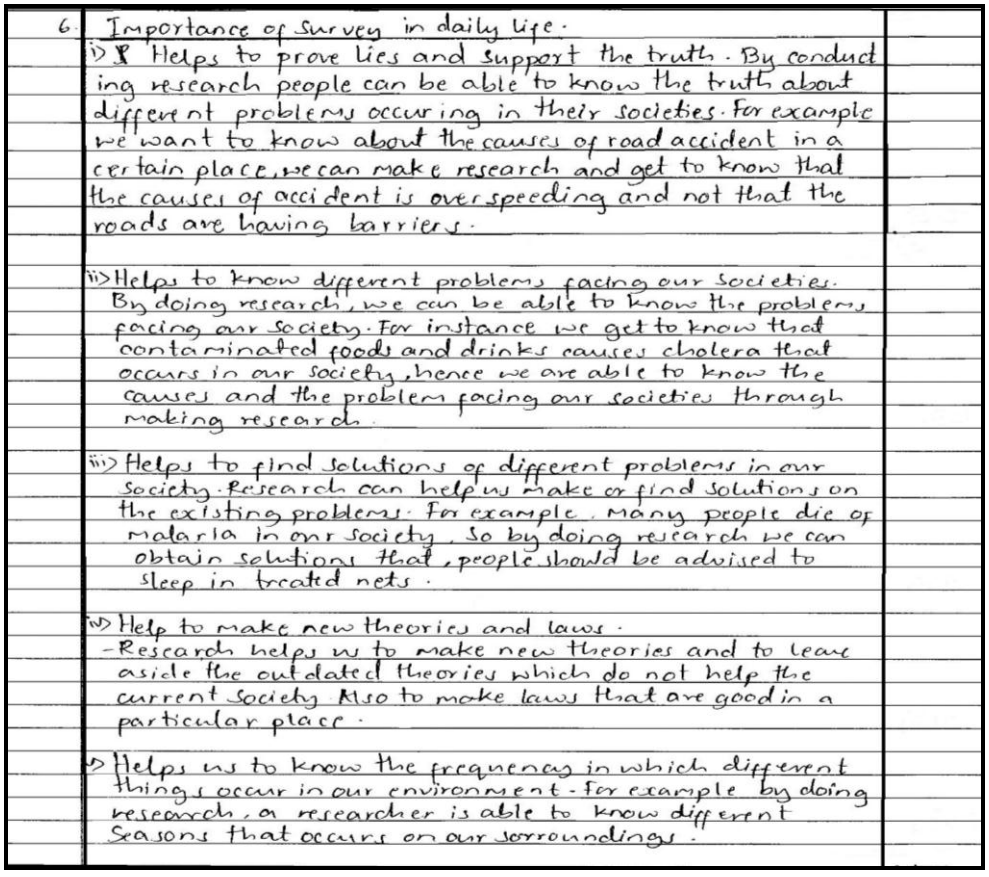
Figure 5: *Percentage of the Candidates' Performance in Question 6.*

The candidates who scored from 0 to 2.5 marks revealed inadequate knowledge of survey particularly on the importance of survey in social and economic activities and where by some failed to understand the demand of the question while others mentioned two importances of survey. For instance, *it is used in making plans, it is used mainly to plan the best use of land for construction activities e.g., buildings, roads, railways* and *communication systems. Furthermore,* some of the candidates mixed up

relevant and irrelevant importance of survey in daily life such as, *it helps for military technique, it helps in map making, it can develop new style of life, help for geographical* and *helps for economic, social and political activities*.

Moreover, the candidates who scored a 0 mark failed to understand the demand of the question, instead of explaining the importances of survey in daily life, they provided incorrect answers. This showed that they lacked basic knowledge of survey specifically on the importance of survey in social and economic activities. For example, some of the candidate did not provide the introduction of survey and explained irrelevant importances of survey while others provided wrong explanations which were characterized by poor English language. This indicates lack of knowledge on the subject matter. Extract 6.1 is a sample of such a poor response.

Extract 6.1


6. Importance of survey in daily life.

i) Helps to prove lies and support the truth. By conducting research people can be able to know the truth about different problems occuring in their societies. For example we want to know about the causes of road accident in a certain place, we can make research and get to know that the causes of accident is overspeeding and not that the roads are having barriers.

ii) Helps to know different problems facing our societies. By doing research, we can be able to know the problems facing our society. For instance we get to know that contaminated foods and drinks causes cholera that occurs in our society, hence we are able to know the causes and the problem facing our societies through making research.

iii) Helps to find solutions of different problems in our society. Research can help us make or find solutions on the existing problems. For example, many people die of malaria in our society, so by doing research we can obtain solutions that, people should be advised to sleep in treated nets.

iv) Help to make new theories and laws.
- Research helps us to make new theories and to leave aside the outdated theories which do not help the current society. Also to make laws that are good in a particular place.

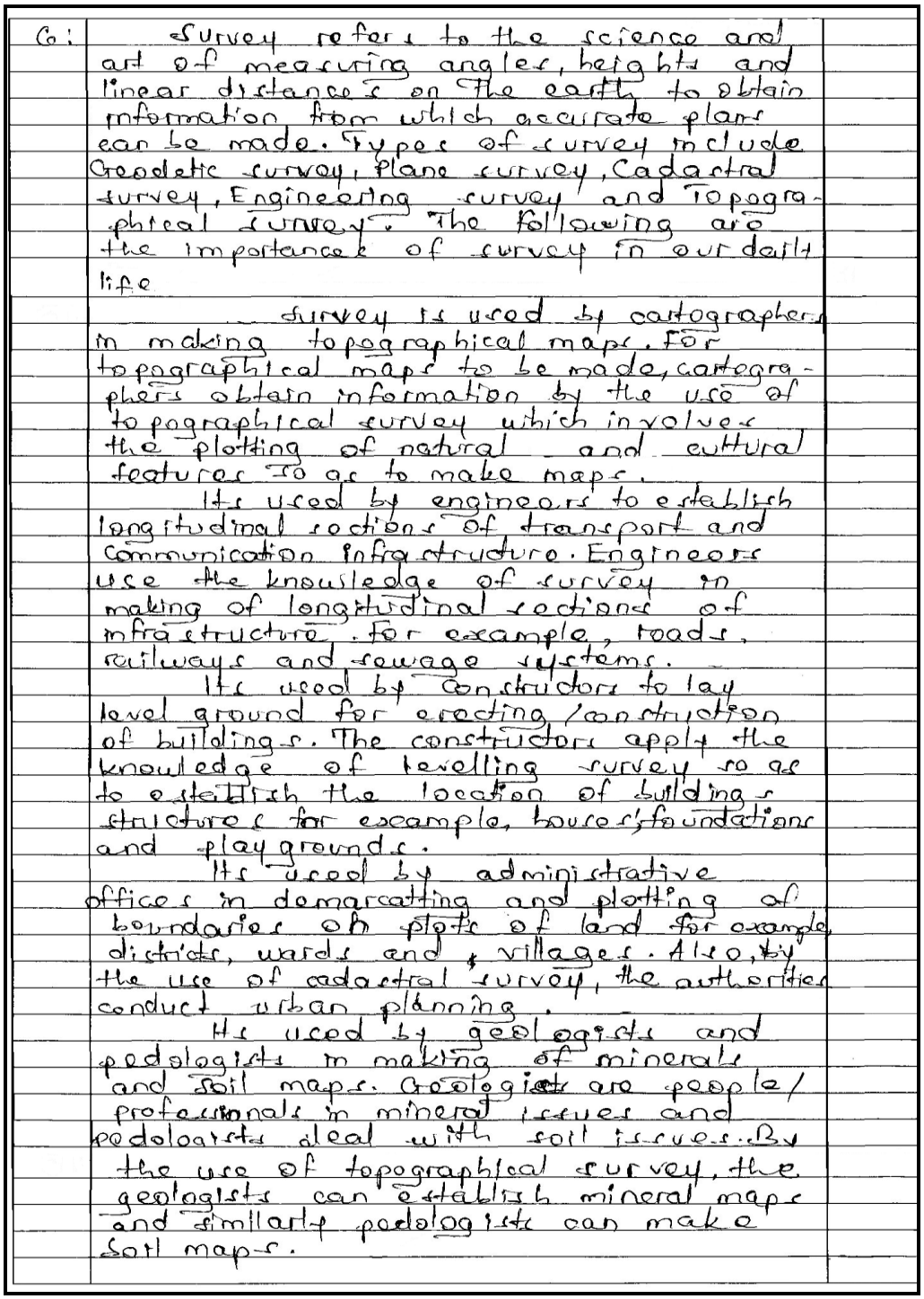
v) Helps us to know the frequency in which different things occur in our environment - For example by doing research, a researcher is able to know different seasons that occurs on our sorroundings.

Extract 6.1: A sample of the candidate's responses who explained importances of research instead of importances of survey.

The candidates (26.5%) who scored from 3 to 5.5 marks were able to understand the demand of the question, but they had some weaknesses in their responses. Some of the candidates were able to provide relevant introduction of survey and explained few relevant importance of survey in daily life. Moreover, majority of the candidates in this category provided relevant and irrelevant importance with partial explanations such as: *it helps sketch of boundaries, it helps to determine angles, it helps to determine relative position and direction of an area. It helps in map interpretations, it helps in map preparation, and in making boundaries it is used to plan buildings, , it is used in positioning and in making margins*, *it helps to determine various distance and angles of the earth's surface, it helps us to suggest suitable areas for the establishment of settlements* and *it helps us to know the height of various places*.

The candidates who scored high marks (6 to 9) demonstrated that they had knowledge on survey particularly on the importance of survey in social and economic activities, as they were able to provide correct introduction of Survey as, *the science of making linear or angular measurements of natural and manmade features on the earth's surface*. Also they were able to explain five importance of survey in daily life as;- *It is used in making plans, it helps in the finding of relatives, position and size of features on the land surface, usefully in setting boundaries* and *enable the adding of details to existing plans on large scale maps.* The candidates' scores in this group differed with variation of clarity of the points given. Extract 6.2 illustrates responses from one of the candidate's script who performed well in this question.

Extract 6.2



6: Survey refers to the science and art of measuring angles, heights and linear distances on the earth to obtain information from which accurate plans can be made. Types of survey include Geodetic survey, Plane survey, Cadastral survey, Engineering survey and Topographical survey. The following are the importances of survey in our daily life

Survey is used by cartographers in making topographical maps. For topographical maps to be made, cartographers obtain information by the use of topographical survey which involves the plotting of natural and cultural features so as to make maps.

It's used by engineers to establish longitudinal sections of transport and communication infrastructure. Engineers use the knowledge of survey in making of longitudinal sections of infrastructure. For example, roads, railways and sewage systems.

It's used by constructors to lay level ground for erecting/construction of buildings. The constructors apply the knowledge of levelling survey so as to establish the location of buildings structures for example, houses' foundations and playgrounds.

It's used by administrative offices in demarcating and plotting of boundaries on plots of land for example, districts, wards and villages. Also, by the use of cadastral survey, the authorities conduct urban planning.

It's used by geologists and pedologists in making of mineral and soil maps. Geologists are people/professionals in mineral issues and pedologists deal with soil issues. By the use of topographical survey, the geologists can establish mineral maps and similarly pedologists can make soil maps.

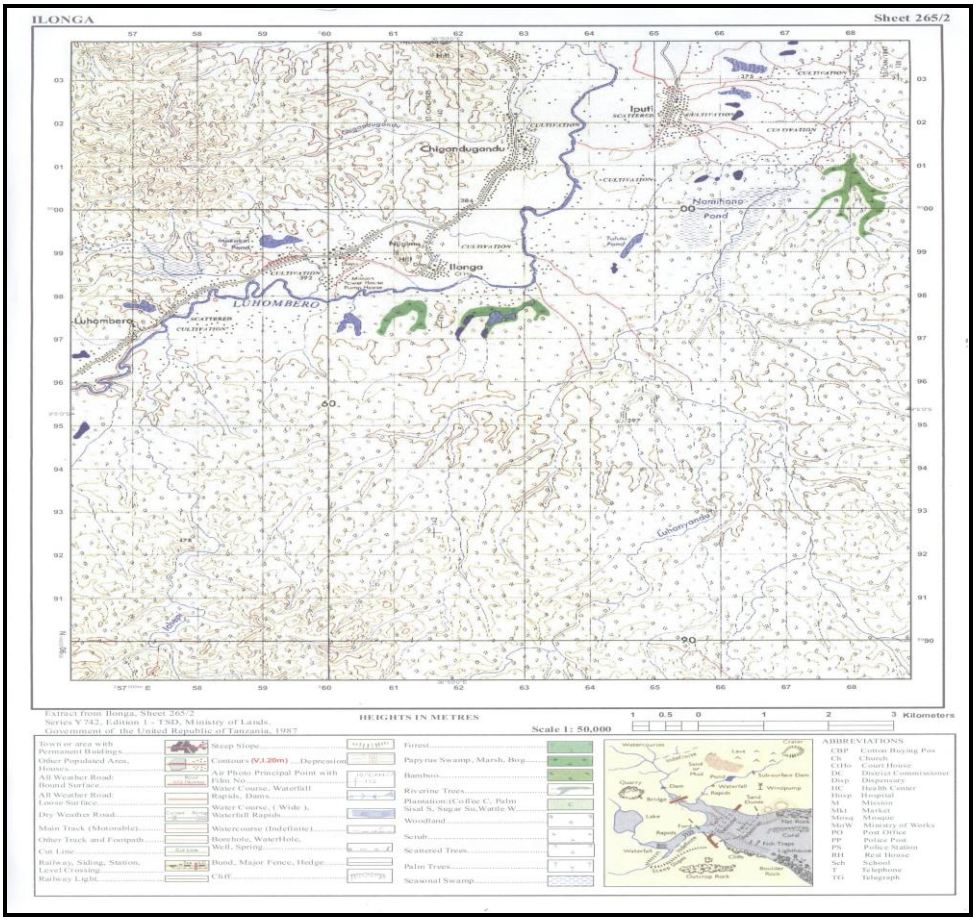
Extract 6.2: A sample of one of the candidates' response who was able to answer this question well.

2.3 Section C: Map Reading and Photograph Interpretation

2.3.1 Question 7: Map Reading and Interpretation

This question required the candidates to study carefully the map extract of Ilonga (Sheet 265/2) provided and answer the questions given. The question had five parts. (a), (b), (c), (d), and (e). In part (a) The candidates were required to determine the area of North Western Luhombero river from grid reference 570963 to 644034, (b) with evidence from the map, to name six symbols which have been used to interpret the given map, (c) to give the direction of Iputi to Ilonga, (d) describe the settlement pattern of the mapped area and (e) giving evidences mention five possible economic activities which might take place in the mapped area. This question intended to test skills of the candidates on reading and interpreting topographical maps.

MAP EXTRACT OF ILONGA (SHEET 265/2)



This question was attempted by 359,450 (100%) of all the candidates of which 312,264 (86.9%) scored from 0 to 5.5 marks of which 38,717 (10.8%) scored 0 mark, 46,938 (13%) scored from 6 to 11.5 marks and 248 (0.1) scored from 12 to 18 marks. The performance of the candidates in this question was poor as 13.1 percent of the candidates scored above 5 marks out of 18 marks. Table 2 illustrates the percentage of the candidates' performance in this question 7.

SN	Total no of candidates	Range of scores	Percentage of scores (%)
1.	312,264	0-5.5	86.9
2.	46,938	5-11.5	13.0
3.	248	12-18	0.1

Table 2: *Percentage of the Candidates' Performance in Question 7.*

Majority of the candidates (86.9%) who performed poorly in this question scored from 0 to 5.5 marks as they were unable to answer correctly most parts of the question. The main reason for poor performance of the candidates was poor skills in reading and interpreting topographical maps and failure to follow the instructions. However, the candidates who scored 0 mark lacked knowledge and skills on the concept of reading and interpretation of topographical maps hence failed to respond correctly in all parts of the question.

The candidates who scored from 0.5 to 05 marks provided relevant and irrelevant answers in this question. The candidates' scores in this category reflect that they had limited knowledge and skills on the concept of reading and interpretation of topographical maps.

Majority of the candidates in part (a) failed to determine the area North Western of Luhombero River from grid reference 570963 to 644034 by using square method. The main problem was to identify complete squares and incomplete squares which could help them to get the required area. The reason which hindered candidates to recognise complete and incomplete squares might be the identification of specific area to be calculated. For example one candidate identified *complete squares 27* and *incomplete squares 28/2* and she/he ended up with incorrect *answer 41km^2*. Another candidate identified correct *complete squares 23* and incorrect *incomplete squares 24/2* as a result he /she got incorrect answer *36 km^2*. However,

another candidate got incorrect complete *squares 29* and correct incomplete squares 26/2 which led him/her to get incorrect answer *42 km*^{2}.

In part (b) some of the candidates mixed up correct and incorrect symbols which have been used to interpret the given map by using evidence from the map. For example, one candidate provided answers such as;- *woodlands in the whole map, scrubs are found at the centre, seasonal swamps at the North part, bamboo at the Eastern part, scattered trees at the Southern part* and *river and tree at the Eastern part*. Some candidates managed to name six symbols which have been used to interpret the given map without evidence from the map. For example, one candidate wrote; *seasonal swamps, ponds, woodlands, scrubs, dry weather, main track* and *river*. Others were able to identify only three correct symbols which have been used to interpret the given map with evidence from the map. For example one candidate provided correct responses as *woodlands which covered the whole map, seasonal swamps at the Northern part of the map* and *Scrubs are found at the central part of the map.*

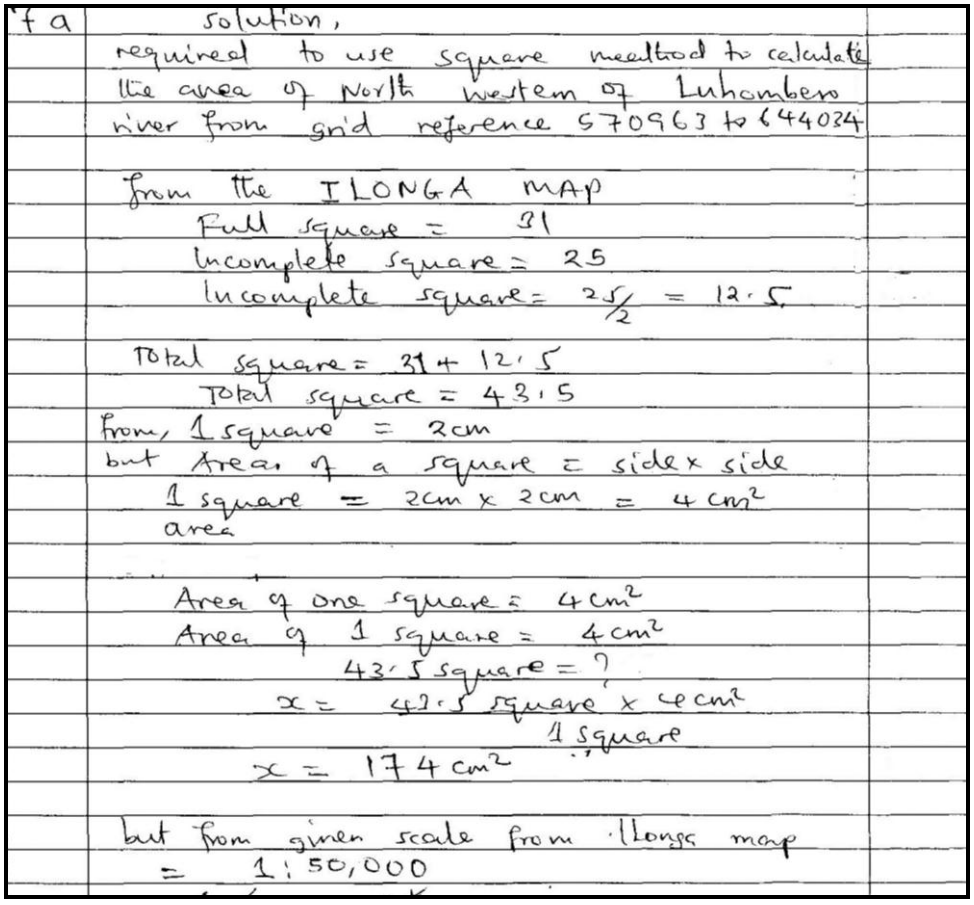
In part (c) some of the candidates managed to give correct direction of Iputi to Ilonga while others provided incorrect direction of Iputi to Ilonga. For example one candidate gave correct direction of Iputi to Ilonga as *South Western part* while others provided incorrect direction as *the South South West.*

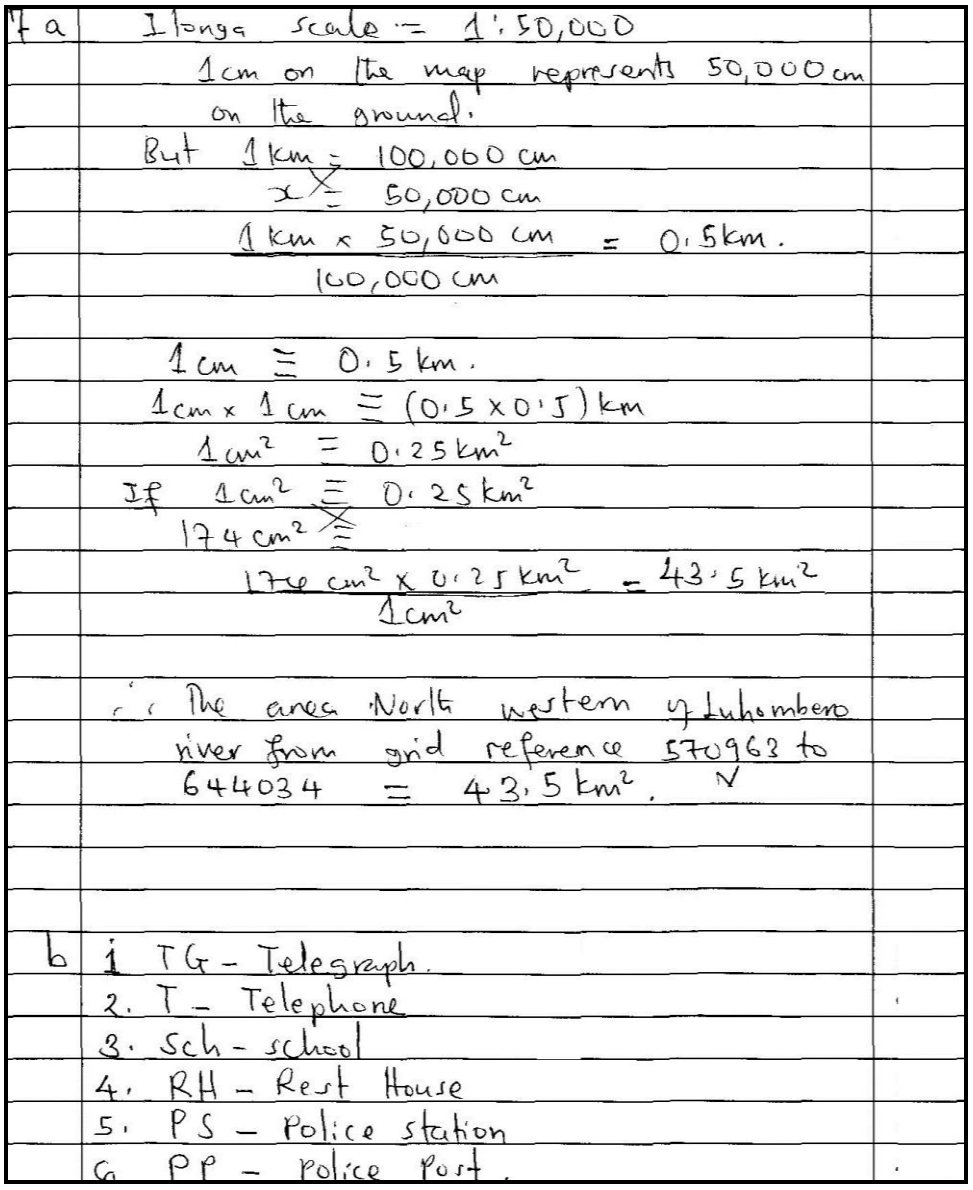
In part (d) some of the candidates were able to describe the settlement pattern of the mapped area correctly while others gave incorrect settlement pattern of the mapped area. For example, one candidate named;- *Linear settlement, nucleated settlement* and *scattered settlement* while others mixed up correct response and incorrect response as he/she mentioned;- *Nuclear settlement, dispersed settlement* and *urban settlement*.

In part (e) some of the candidates managed to mention two correct economic activities which might take place in the mapped area with evidence from the map. For example, one candidate wrote *cultivation due to the presence of scattered cultivation* and *tourism due to the presence of Nigumu hills*. Some candidates provided correct and incorrect economic activities which might take place in the mapped area with evidence from the map. For example, one candidate mentioned *trade due to the presence of roads and railways, fishing due to the presence of Luhombero river,*

mining due to the presence of industries, transport and communication due to the presence of roads and railways and agriculture due to the presence of scattered cultivation while others were able to give five economic activities which might take place in the mapped area without evidence from the map. For example, one candidate outlined: *fishing, tourism, animal keeping, trade* and *farming*. Extract 7.1 is a sample of poor responses from candidate's script.

Extract 7.1


f a
solution,
required to use square meathod to calculate the area of North western of Luhombero river from grid reference 570963 to 644034
from the ILONGA MAP
Full square = 31
Incomplete square = 25
Incomplete square = 25/2 = 12.5
Total square = 31 + 12.5
Total square = 43.5
from, 1 square = 2cm
but Area of a square = side x side
1 square = 2cm x 2cm = 4 cm²
area
Area of one square = 4 cm²
Area of 1 square = 4 cm²
43.5 square = ?
x = 43.5 square x 4 cm²
1 square
x = 174 cm²
but from given scale from Ilonga map
= 1:50,000



Extract 7.1: A sample of responses from the candidate who performed poorly in parts (a) of the question while in part (b) he/she provided signs used to interpret features on the map instead of symbols used to interpret the given map.

The analysis shows that 13 percent of the candidates with average scores from 6 to 11 marks were able to answer some parts of the question correctly. This reveals that they had insufficient knowledge and skills on the reading and interpretation of topographical maps and were able to observe the question demands.

In part (a) some of the candidates managed to identify correct complete squares but they failed to identify incomplete squares in the calculation of area North Western of Luhombero river from grid reference 570963 to 644034 (irregular shape) while others identified correct complete and incomplete squares but they failed to follow correct procedures to get the correct answer. For example, one candidate identified *complete squares 23*, *incorrect incomplete squares 20/2* which led him/her to get incorrect answer *33 km^2*. Another candidate identified *complete squares 23* and *incomplete squares 26/2* but he/she failed to follow procedures to get the correct answer. In addition to that, some candidates failed to identify exactly complete squares but they were able to identify correctly incomplete squares, as a result they came up with incorrect answer. For example one candidate got *complete squares 36* and *incomplete squares 26/2*, as a result he/she came up with incorrect answer *49 km^2*.

Part (b) tested the candidates' ability to generate information from the map given, some of the candidates managed to use evidence from the map to name symbols which have been used to interpret the given map. For example, one candidates mentioned *scrubs which are found at the central part, woodlands which are found all over the map, ponds which are found at the central part* and *seasonal swamps at the Northern part.* Some candidates mixed up correct and incorrect symbols which have been used to interpret the given map. For example, one candidate provided, *scrubs which are found at the centre of the map, woodlands which are found all over the map, seasonal swamps at the Northern part of the map, palm trees covered the whole map* and *bamboo at the Southern part of the map.*

In part (c) some of the candidates were able to give correct direction of Iputi to Ilonga while others were not able. For example, one candidate provided correctly direction of Iputi to Ilonga as *South Western part of the mapped area*. Another candidate named incorrect direction of Iputi to Ilonga as *North North West part of the map*. Additionally, another candidate stated incorrect direction of Iputi to Ilonga as *North East North*.

In part (d) some of the candidates described the settlement pattern of the mapped area correctly as *nucleated settlement* while others failed to give correct settlement pattern of the mapped area. For example, one candidate mentioned *urban settlement*.

In part (e) some of the candidates mixed up relevant and irrelevant points while others were able to mention correctly possible economic activities which might take place in the mapped area with evidence from the map. For example, one candidate provided *trade due to the presence of roads and railway, pastoralism due to the presence of woodland and scrubs, tourism due to the presence of Nyamusuri camp, fishing due to the presence of Luhombero and Chigandugandu rivers* and *agriculture due to the presence of scattered cultivation.*

Few candidates (0.1%) who scored high marks 12 to 18 marks had sufficient knowledge and skills of reading and interpretation of topographical maps. Majority of them were able to respond correctly to most of the parts, but they failed to score marks in parts (a) and (b). Some of the candidates were able to follow procedures of area calculations but they failed to count correctly full squares as they failed to demarcate the area according to the given grid references. Generally, the variation of the candidates scores in this category depended on the degree of relevancy and clarity of their responses. Extract 7.2 is a sample of such good responses.

Extract 7.2

7. a) Soln

Total A = Complete Sq + Incomplete Sq

2

Complete Sq = 23

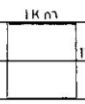
Incomplete Sq = 26

A = 23 + 26

2

= 23 + 13

= 36 squares



Area = $1Km^2$

1sq = $1Km^2$

36sq = ? Km^2

= $36Km^2$

∴ Area = $36Km^2$

7. b)

i) Dry weather roads evidenced by the road in North western part.

ii) Seasonal swamps evidenced by the swamp near Namihono

iii) Settlements evidenced by settlements along the road

iv) Woodlands evidenced by many trees in the area.

v) Culvert evidenced by culverts along the road

vi) Dispensaries, Schools evidenced by their Abreviation near houses.

7. c) The direction of Iputi to Ilonga is South west

7. d) The settlement pattern is a linear settlement since houses are situated along the road.

7. e)

i) Agriculture evidenced by cultivation

ii) Tourism evidenced by hills, rivers which are attractions.

iii) Trading evidenced by settlements

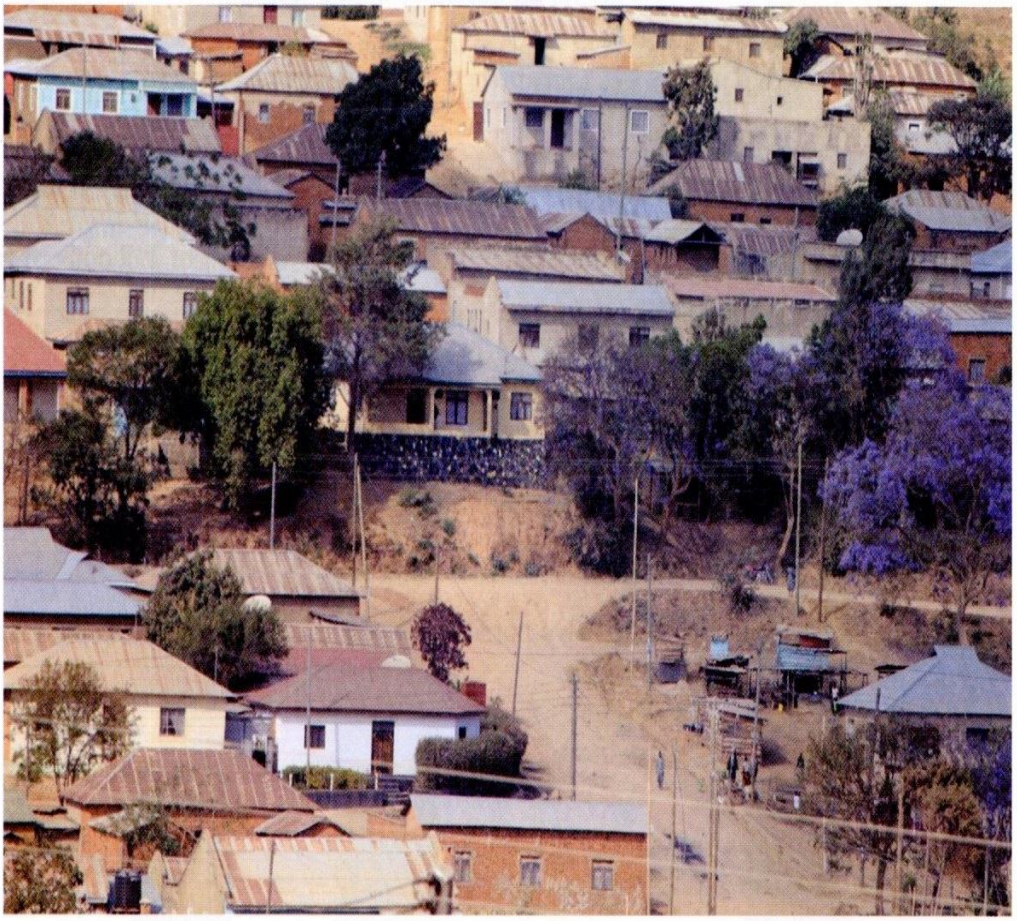
iv) Lumbering evidenced by many trees or woodlands in the area.

Extract 7.2: A correct response from a candidate's script who attempted the question correctly in part (a), (b), (c), (d) and (e).

2.3.2 Question 8: Photograph Interpretation

The question had four parts (a), (b), (c) and (d). The candidates were required to study the photograph provided and to answer the questions that followed: (a) Give two reasons and name the type of photograph, (b) suggest the type of settlement pattern and give one factor that has influenced it, (c) suggest two economic activities that might be taking place in the area and (d) provide three advantages of photographs over maps. The question tested basic knowledge of photographs and skills of interpreting information presented.

PHOTOGRAPH



The question was attempted by 359,440 (100%) candidates of which 169,492 (47.2%) scored from 0 to 2.5 marks of which 36,837(10.2%) scored 0 mark, 167,083 (46.4%) scored from 3 to 6 mark and 22,865 (6.4%) scored from 6.5

to 10 marks. The performance in this question was average as 52.8 percent of all the candidates scored above 3 marks out of 10 allotted marks in this question. The overall candidates' performance in the question is summarized in Figure 6.

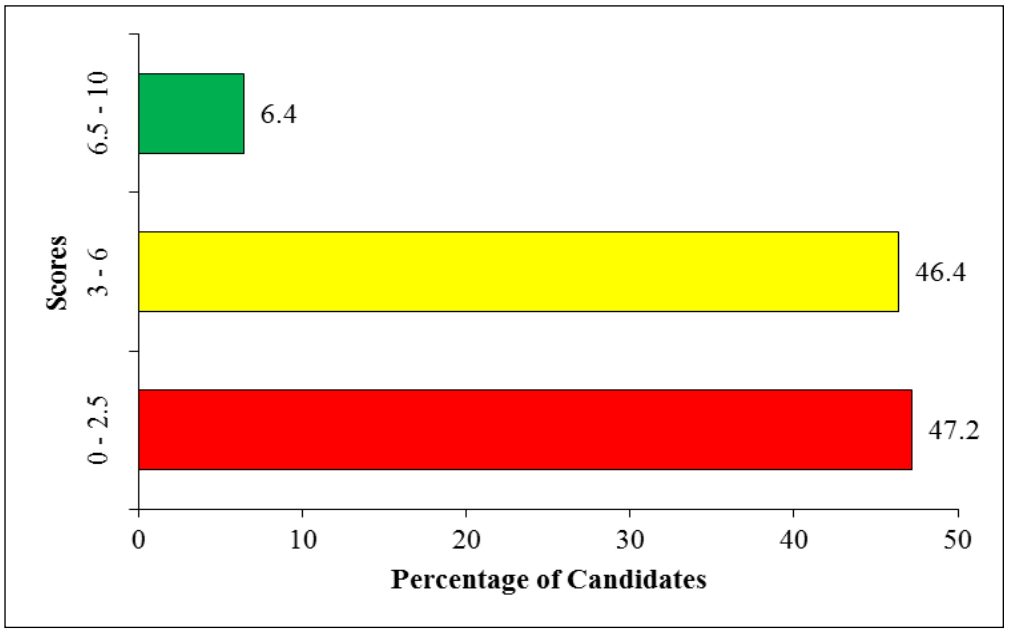


Figure 6: *Percentage of the Candidates' Performance in Question 1.*

The analysis shows that 47.2 percent of the candidates who scored from 0 to 2.5 marks, most of them had limited knowledge and skills on *Photograph Reading and Interpretation* because most of them failed to provide correct answers to most of the parts. For example in part (a), some candidates managed to give the correct type of photograph without giving reasons while other candidates provided incorrect type of photograph and irrelevant reasons. For instance, one candidate named the type of photograph as *Aerial photograph* and gave irrelevant reasons as; *it shows the front part of the area, it shows the upper part of the area.* Few candidates managed to give the correct type of photograph and the reasons for such type of photograph. For example, one candidate mentioned the correct type of photograph as *Low oblique photograph* and gave correct reason such as;- *it covers large area* and *it does not include horizons.*

In part (b) some of the candidates were able to suggest the type of settlement pattern without giving factors that has influenced it while others managed to

name the type, but they failed to give the factor that has influenced it. For example, one candidate wrote *clustered settlement* and provided the factor as *availability of social services such as; - water supply, schools and health services* and *linear settlement being influenced* by *linear appearance along the road respectively.*

In part (c) some of the candidates provided social activities taking place in the given photograph instead of economic activities while other candidates mixed up one correct economic activity and irrelevant economic activities. For example one candidate wrote: *electricity supply due to the presence of electricity poles* and *transport and communication due to the presence of road, trade due to the presence of small shops,* while some candidates failed to provide economic activities that might be taking place in the area.

Further analysis shows that few candidates in this category were able to give correct differences between photographs and map in part (d). For example, some of the responses given by the candidates were such as:

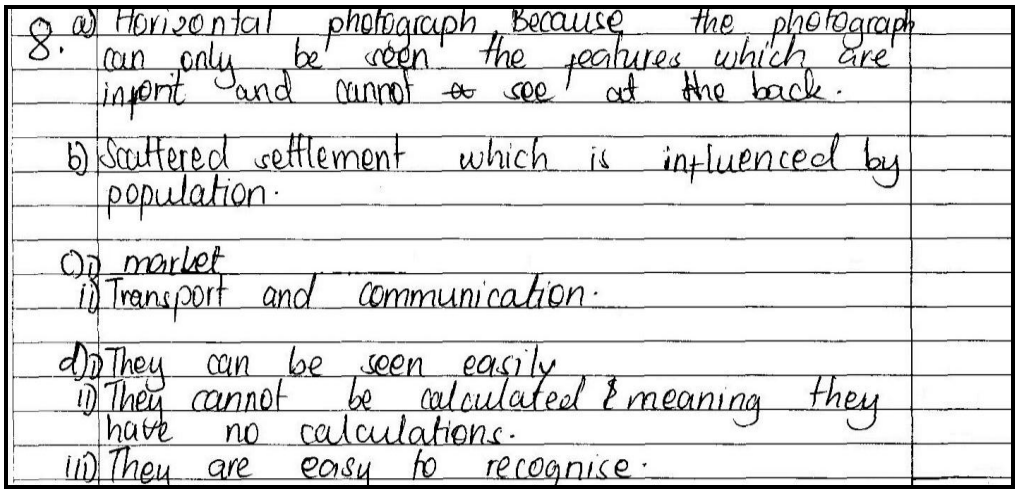
(i) *Photographs take a short time to prepare while maps take a long time to prepare.*

(ii) *Photographs can be interpreted easy while maps cannot be interpreted easily.*

(iii) *Photographs do not need scale whereas maps need scale.*

On the other hand, candidates who scored 0 mark had poor knowledge and skills on reading and interpreting photograph, thus they provided incorrect responses in both parts of the question. The other reason was candidates' failure to understand the requirement of the question as they responded contrary to the demands of the question. Extract 8.1 illustrates a sample of the poor performance in this question.

Extract 8.1


8. a) Horizontal photograph Because the photograph can only be seen the features which are inport and cannot ~~o~~ see at the back.

b) Scattered settlement which is influenced by population.

c) i) market
ii) Transport and communication.

d) i) They can be seen easily
ii) They cannot be calculated & meaning they have no calculations.
iii) They are easy to recognise.

Extract 8.1: A sample of responses from the candidate who scored low mark in this question. The candidates managed to provide relatively correct responses to part (b) and (c) and incorrect responses in part (a) and (d).

Further analysis from the scripts of the candidates shows that candidates who scored average marks (3 to 6.5) had inadequate knowledge and skills on photograph reading and interpretation. In part (a) some candidates were able to name the type of photograph with reasons. For example one candidate wrote, *Low oblique photograph* with reasons such as; - *It covers a large area* and *features can be seen well*, while others provided incorrect type of photograph with incorrect reasons. For example one candidate mentioned *Aerial photograph* as *it shows a front view* and *it shows a top view*, few of them gave correct type of photograph but they were not able to give reasons. For example one candidate wrote *Oblique photograph* since *it shows a small area* and *front view.*

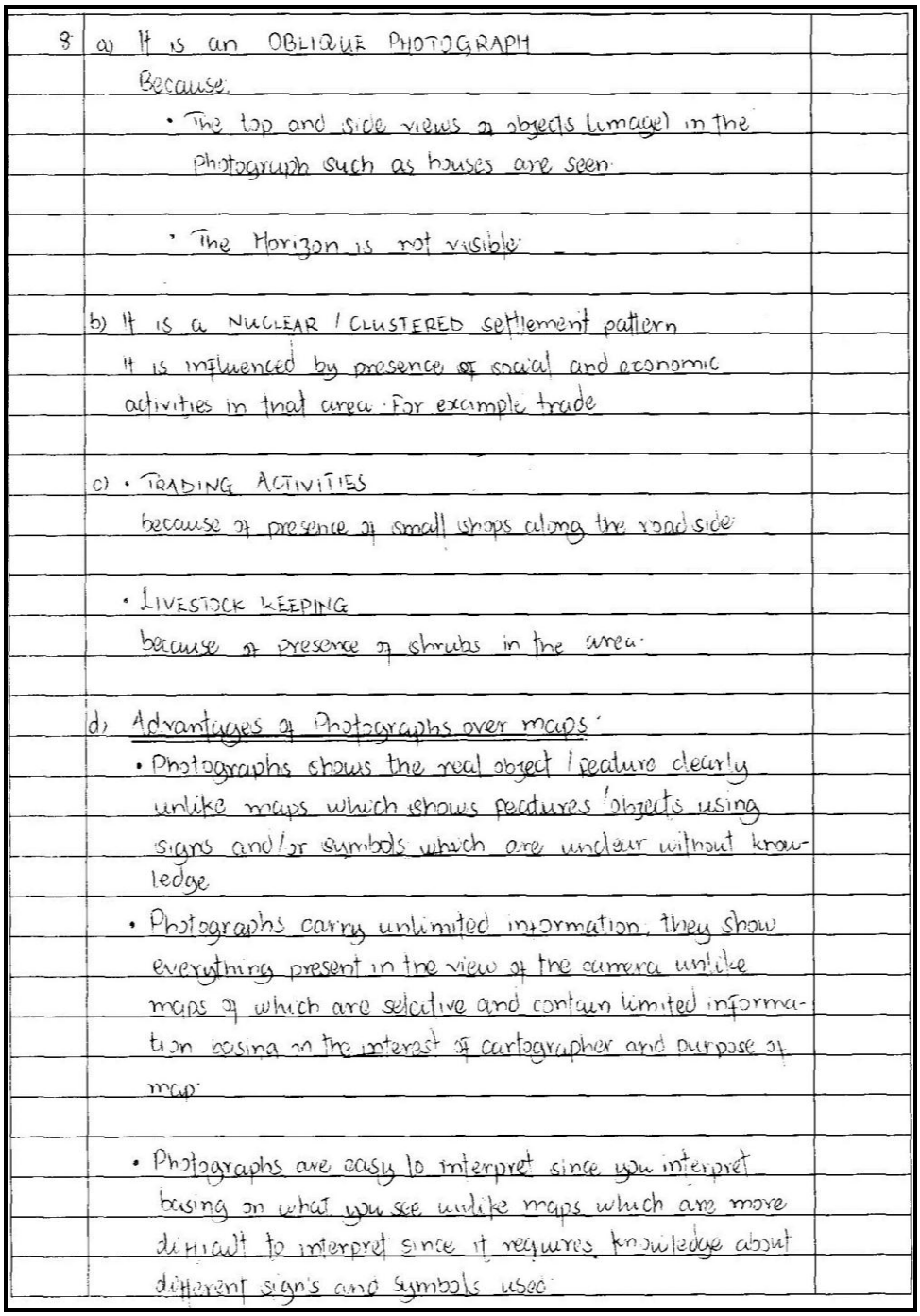
In part (b) most of the candidates were able to suggest the correct type of settlement pattern and the factor that has influenced it. For example one candidate mentioned the type of settlement pattern as *nucleated settlement due to the presence of favorable relief area*. Some candidates were able to name the type of settlement pattern but they failed to give the factor that has influenced it. For example, one candidate mentioned the type as *clustered settlement* but he/she failed to give the factor.

In part (c) few of them were able to suggest two economic activities that might be taking place in the area. For example one candidate mentioned *agriculture* and *trade*. Most of them mixed up correct and incorrect economic activities such as *manufacturing industries* and *transport and communication* while some candidates failed to provide correct economic activities that might be taking place in the area. For example one candidate mentioned *lumbering* and *mining.*

In part (d) most of the candidates managed to provide correct advantages of photographs over maps. Further analysis shows that some of the candidates failed to provide correct advantages of photographs over maps while others provided advantages of photographs without comparing to maps. For example one candidate wrote: *Photographs are used for study purposes in clear observation, they help in determining the type of economic activities found in a certain area like in the photograph taken naked eye and they help in determining the climate of a certain area without guessing respectively*. These responses show that the candidates had limited knowledge on the subject matter.

Few candidates (6.4%) who scored high marks (6.5 to 10) most of them demonstrated that, they had adequate knowledge and skills on the photograph reading and interpretation. Majority of them managed to provide satisfactory answers in most parts of the questions. Majority of the candidates failed to score marks in part (c) of the question, this might be because they failed to associate the information/ features observed in the photograph with the possible economic activities which may take place in the area while others provided few points in part (d) as required. The deviation of the candidates' marks depended on the clarity of their responses. Extract 8.2 is a sample of a candidates' good response.

Extract 8.2



8 a) It is an OBLIQUE PHOTOGRAPH

Because:

- The top and side views of objects (image) in the photograph such as houses are seen.
- The Horizon is not visible.

b) It is a NUCLEAR / CLUSTERED settlement pattern

It is influenced by presence of social and economic activities in that area. For example trade

c) • TRADING ACTIVITIES

because of presence of small shops along the road side

• LIVESTOCK KEEPING

because of presence of shrubs in the area.

d) Advantages of Photographs over maps:

- Photographs shows the real object / feature clearly unlike maps which shows features / objects using signs and/or symbols which are unclear without knowledge
- Photographs carry unlimited information, they show everything present in the view of the camera unlike maps of which are selective and contain limited information basing on the interest of cartographer and purpose of map.
- Photographs are easy to interpret since you interpret basing on what you see unlike maps which are more difficult to interpret since it requires knowledge about different signs and symbols used.

Extract 8.2: A sample of response from the script of the candidate who managed to answer the question correctly.

2.4 Section D: Part I: Regional Focal Studies

2.4.1 Question 9: Sustainable use of Forest Resource

This question instructed the candidates to explain five factors which influence the distribution of natural forests in the world. The question tested the candidates' knowledge on factors influencing distribution of forests.

Data analysis shows that this question was opted by 34.6 percent of all the candidates of which 75,011 (60.4%) scored from 0 to 2.5 marks of which 23,821 (19.2%) scored 0 mark, 37,883 (30.5%) scored from 3 to 6 marks and 11,357 (9.1%) scored from 6.5 to 10 marks. The performance in this question was average as 39.6 percent of all the candidates scored 3 marks and above out of 10 marks. Figure 7 illustrates the summary of performance in this question.

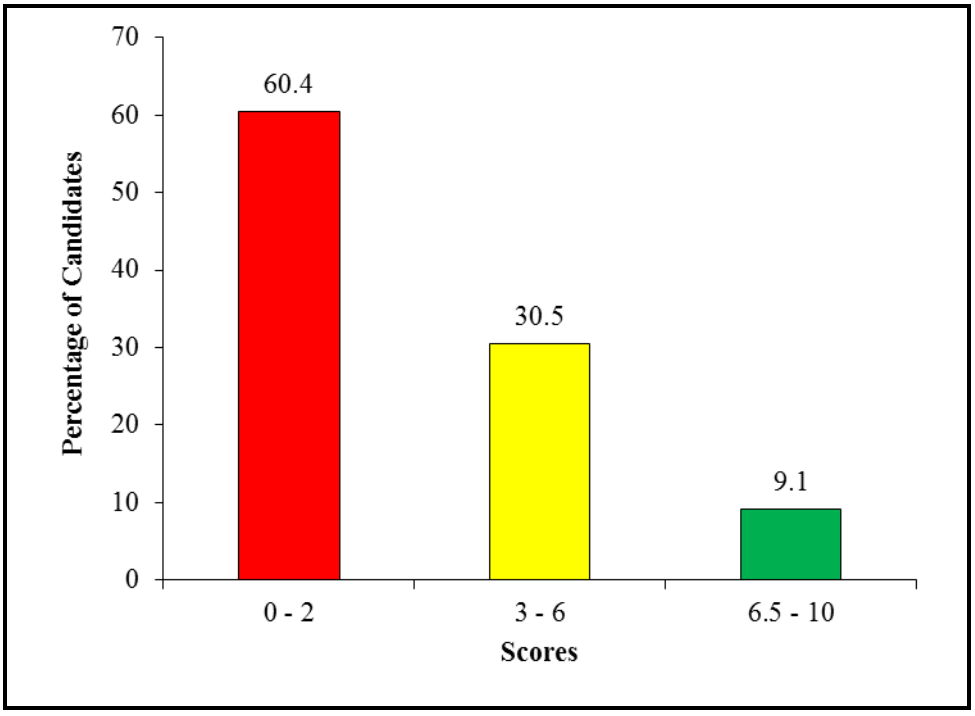


Figure 7: *Percentage of the Candidates' Performance in Question 8.*

Analysis of the candidates' performance shows that the candidates (60.4%) who scored low marks (0 to 2.5) were unable to attempt correctly in the question. The reason behind the poor performance of the candidates in this question was insufficient knowledge on the major conditions which

determine distribution of natural forests in the world to some candidates while others failed to follow demand of the question.

Further analysis from the candidates' responses shows that, some of the candidates provided irrelevant introduction and they mixed up correct and incorrect factors which influence the distribution of natural forests in the world with irrelevant conclusion. For instance, one candidate wrote factors for location of industries such as: - *availability of transport and communication, availability of capital, labour power, good reliable market* and *presence of enough raw materials* instead of factors which influence the distribution of natural forests in the world. These responses indicate that the candidate misconceived the question demand. Another candidate wrote the importance of forests instead of factors which influence the distribution of natural forests in the world. Furthermore, some of the candidates mentioned the points without giving explanations while others had repetition on some of their points such as: *temperature* and *rainfall* was repeated with *climate,* in real sense climate includes temperature and rainfall. However majority of the candidates provided points which were not related to the demand of the question.

The candidates who scored a 0 mark (19.2%) lacked knowledge on the major conditions which determine distribution of natural forests in the world. They failed to provide correct introduction, factors influencing the distribution of natural forests in the world and conclusion. Most of the candidates explained the importance of forest instead of factors which influenced the distribution of natural forest in the world. For example, one candidate wrote;- *source of income, attractions to the tourists, source of employment, used for making medicine* and *source of home of different animals.* Some candidates explained ways of addressing problems facing forest resources instead of factors which influenced the distribution of natural forest in the world. For example, one candidate mentioned *controlling population, encourage the use of alternative source of energy instead firewood* and *discouraging lumbering.* All the candidates ended up with irrelevant conclusion. Hence poor responses led them to get such a score. Extract 9.1 represents a sample of a candidate' poor responses.

Extract 9.1

9. Natural forests are the resources that lead to highly production of resources as timber. The natural forests are commonly found all over the world and lead to countries/worlds development and tourism. Forests mostly produces wood for timber in manufacturing goods.

The following are the factor which influence the distribution of natural forests in the world:

Availability of new technologies; that help in the increasing the amount of distributing the natural forests for different uses in the world. The world market provides much of the knowledges on providing the technologies which may help in providing the natural resources for example wood for timber.

The availability of transport and communication system: since many of the world's economic development is transport then there are transportation of different goods for example transportation of different resources from forests to manufacture goods.

The need for raw materials such as the wood/timber. For example timber is used in the manufacturing industries to manufacture different materials out of the raw materials in the world economy development as the cooperation.

Furthermore, the increasing number of the world market economy. The world market also needs natural resources from forests so as to provide from many materials to goods so as the can be used to the life. for example furniture,

Also, good governance; since the government help to provide much support in the the distribution of natural forest resources in the world the governmental leaders such as the presidents help in the coperation so as to promote the production of the natural forests resources in the world market.

Finally, the natural forests distribution can lead to the development world wide due to the increase in income and other exchange the natural forests can provide many resources out of furnitures. to the world market.

Extract 9.1: A sample of the response from the candidate who explained factors influencing the location of industries instead of factors which influence the distribution of natural forests in the world.

The candidates who scored from 3 to 6 marks had knowledge on the subject matter, but their responses had several weaknesses. For example, some candidates failed to provide correct introduction and conclusion with partial explanations while others responded with few points as it required with poor English language. Hence the degree of correctness of the candidates' responses differed, thus some of them scored higher marks than others.

The candidates who scored from 6.5 to 10 marks (6.9%) were able to answer this question correctly by providing relevant introduction, conclusion and explained factors for distribution of natural forests in the world. For example, most of the candidates provided relevant introduction of natural forests as; *A continuous growth of different trees and undergrowth covering an extensive area of land without the input of human being,* Moreover, the candidates managed to explain factors which influence the distribution of natural forests in the world as;- *Nature of soils, amount of rainfall received, human activities, temperature, drainage, aspect* as well as *nature of relief,* and they ended up with relevant conclusion. These candidates demonstrated a good mastery of English Language, which enable them to present their points with good flow of ideas. The candidates' responses indicate that the candidates were knowledgeable on the subject matter. Extract 9.2 is a sample of such good response.

Extract 9.2

9 Forest refers to an area covered by trees, grass and other vegetation. Forests can be natural or man made forests. In most cases natural forests are large, thicker and contain variety of species of plants, trees and grasses but man made are small, less dense and mostly contain one type of specie of trees. The following are the factors that influence distribution of Natural forests in the world:

Climate; Climate refers to the atmospheric condition recorded for a long period of time about 30 to 35 years. Climatic condition of an area influence the distribution of forest since in the areas with moderate temperature range and heavy rainful like equatorial regions will have thick and dense forests while in the areas with high daily range temperature and little or no rainfall will have little or no vegetation like in arid and semi arid there is no forests

Nature of the soil; Also nature of the soil either acidic or basic, porosity or non-porous affect the distribution of forest. Since soil is the top layer of the earth's surface where plant grows then in rocky areas there will be little or no forests but also in much acidic or more basic soil also forest will not be established and hence nature of the soil also affect the distribution of forest in the world.

Pest and diseases; These are another factors that affect distribution of forests. In areas with pest and diseases there is poor or no plant growth and hence little or forests will be

9. established on that area. But on the other side the area which is pest and disease free is the one which forests will grow thicker and denser.

Availability of water bodies: Also these are among factors that influence distribution of natural forests in the world. Area near water bodies like near swamps, rivers and sea have thicker and denser forests example the Amazon forest and Congo forest but the areas far away from large water bodies like desert contain less or nill trees and hence no forest. Therefore availability of water is another factor influencing distribution of natural forests.

Human activities: Also human activities like construction of buildings, minning and lumbering affect the distribution of forest since dense forests are established and mainly are found in areas with no or little population. Areas where human carry out their economic activities become exhausted and it may loose is fertility and hence led for the area to become dessert or semi desert. There fore human activities affect the distribution of forests in the world.

Conclusivelly not only mentioned are the factors affect the distribution of natural forests but also relief of an area can affect the distribution of forests. Also these forest have ecomic importances to man such as it provide building materials, medizine, as well as glue from some plants. Therefore citizens together with their governments should protect and take care of the forests in the world.

Extract 9.2: A response by the candidate who attempted the question relatively well.

2.4.2 Question 10: Manufacturing Industry

The question demanded the candidates to analyse five ways of promoting textile industry in Tanzania.

This question was opted by 57.9 percent of all the candidates of which 34,089 (16.4%) scored from 0 to 2.5 marks of which 10,421 (05%), scored 0 mark, 93,034 (44.7%) scored from 3 to 6 marks and 80,851 (38.9%) scored higher marks (6.5 to 10). The performance in this question was good as 83.6 percent of all the candidates scored 3 marks and above out of 10 allotted marks in this question. Figure 10 illustrates such a performance.

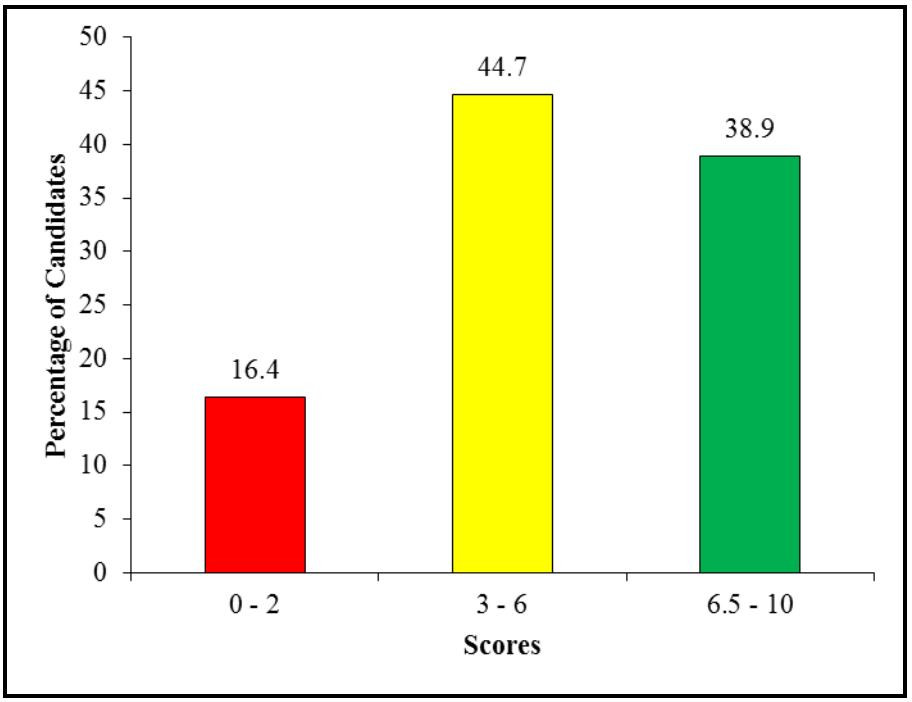


Figure 8*: Percentage of the Candidates' Performance in question 10.*

Analysis of the candidates' performance indicates that candidates who scored higher marks (6.5 to 10) adhered to the demand of the question and had adequate knowledge on the concept of manufacturing industries. The question was the most opted and it was performed well by the candidates possibly due to the fact that industrial activities have been announced in mass media almost every day in Tanzania with a slogan of "*Tanzania ya Viwanda*". Most of the candidates are aware of manufacturing industries

development initiatives in Tanzania towards industrial revolution by the year 2025. The candidates were able to give appropriate introduction of textile industries as *the manufacturing industries that deals with production of clothes*. They also managed to analyse ways of promoting development of textile industry in Tanzania as: - *The poor transport and communication infrastructure which is vital for the effective operation of any business should be improved, the Government should support the industry financially, there is a need for the textile industry to be up to date in terms of technology, the Government should come up with favorable policies for the textile industry, market research should be conducted into the development of new products that give an edge to the textile manufacturing industries, for example such products include organic cotton products, there is a need to train adequate labour through establishment of textile related courses in schools, colleges and universities,* also *the Government has to review the regulations on exporting products abroad, this will enable the manufacturing in the textile industries to export their products without delays or high costs.* Moreover, they were able to end up with relevant conclusion. In general, the differences in accuracy to their responses rendered their marks to vary. Extract 10.1 is a sample of good response by one of the candidates.

Extract 10.1

10 Textile industry is the type of industry dealing with the manufacture or making of different types of clothes. Example of textile industries in Tanzania include Urafiki Textile Industry found in Dar es salaam, Nuwatex in Mwanza, Kiltex in Moshi just to mention a few. Various ways in which textile industry in Tanzania can be promoted include;

Ensuring that there is reliable power supply, In order to promote the textile industry in Tanzania the government should ensure that there is reliable power supply. This is because the industries have machines which require good power supply for manufacturing or making clothes. Reliable power supply will also ensure and increase the production of clothes therefore enabling the industries to sell the clothes and get a money for running of the industry.

Availability of enough capital, enough capital will ensure and enhance the expansion of the industries. This is because capital is used to buy various tools or machines used for production, buying raw materials and paying workers. Hence capital is highly needed for the expansion and growth of industries.

There should be presence of needed raw materials such as silk, wool and cotton, Various clothes need different materials for production. If there is availability of needed raw materials the textile industry will be able to produce different types of clothes of which will help the industry to expand its production activities.

Skilled labour should be employed in textile industry, textile industries do not only require machines but also skilled labour which will be incharge of controlling the machines so as to increase production. This will help to promote the textile industry in Tanzania.

Good transport system is to be made for easy transport of raw materials and goods from the textile industry, the textile industry can also be promoted when there is good transport system which will easen transportation of raw materials to the textile industry and transportation of goods, (thats) clothes from the industry to the market.

Therefore, the government should ensure that the textile industries present in Tanzania have everything that is required for high production such as capital, raw materials, advanced machines, skilled labour and good transport system so as to ensure that the textile industries in Tanzania are developed and for national and economic development.

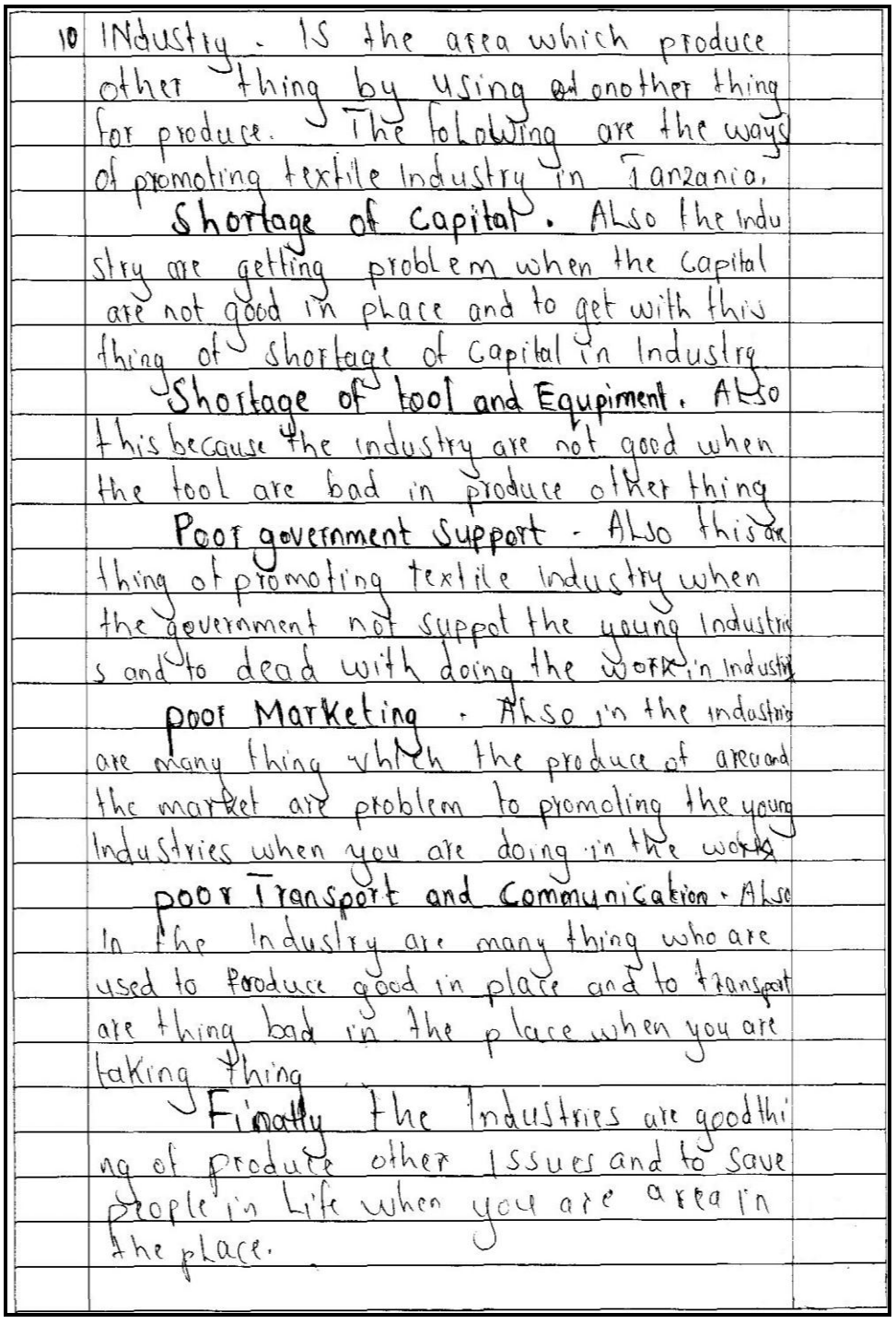
Extract 10.1: A sample of a good response in this question.

The analysis from the scripts of the candidates who scored from (3 to 6 marks) reveals that most of them were able to mention almost all points correctly, but they failed to give correct analysis to most of the points. This indicates that they had partial knowledge on ways of promoting textile industry in Tanzania. Some candidates managed to provide relevant introduction and they had partial explanation on their responses while others provided relevant introduction with two correct points. For example, one candidate wrote irrelevant points such as;- *ensuring of enough land is posses in different area, to promote low level of science and technology* and *to provide job opportunity*. Some candidates were able to provide correct introduction as the industry that deals with production of clothes. Furthermore, they mixed up ways of promoting textile industry with factors for location of manufacturing industries such as; *government support, improvement of transport and communication, improved technology, availability of market, availability of raw materials* and *availability of capital*. The degree of correctness of the candidates' responses differed, thus some of them scored higher marks than others.

The candidates who scored from 0 to 2.5 marks had limited knowledge on the ways of promoting textile industry in Tanzania. For instance, some of the candidates managed to provide relevant introduction with some few correct points without conclusion. Other candidates failed to provide relevant introduction and conclusion and managed to provide one correct point and other points were incorrect. For example, one candidate wrote incorrect points such as: - *lead to investment and marketing, lead to skilled labour, lead to raw materials* and *lead to capital* while other candidates provided relevant introduction and conclusion and managed to give two correct and some irrelevant points such as: - *to give people employment, to transport materials from one place to another* and *pay the loans of the government*.

However, few candidates who scored 0 mark (5%) failed to score any mark in this question as they failed to meet the demand of the question. This indicates that they lacked knowledge on ways of promoting textile industry in Tanzania. Most of the candidates in this group showed poor essay writing skills. Extract 10.2 reveals poor responses in this question.

Extract 10.2



10 INdustry . IS the area which produce other thing by using ~~at~~ another thing for produce. The following are the ways of promoting textile Industry in Tanzania.

Shortage of Capital. Also the industry are getting problem when the capital are not good in place and to get with this thing of shortage of capital in Industry

Shortage of tool and Equpiment. Also this because the industry are not good when the tool are bad in produce other thing

Poor government Support - Also this are thing of promoting textile industry when the government not suppot the young Industries and to dead with doing the work in Industry

poor Marketing . Also in the industries are many thing which the produce of areound the market are problem to promoting the young Industries when you are doing in the work

poor Transport and Communication . Also In the Industry are many thing who are used to produce good in place and to transport are thing bad in the place when you are taking thing

Finally the Industries are good thing of produce other issues and to save people in Life when you are area in the place.

Extract 10.2: A sample of response from the script of the candidate who provided problems facing textile industry instead of ways of promoting textile industry in Tanzania.

Part II: Regional Focal Studies

2.4.3 Question 11: Settlements

In this question the candidates were required to describe seven problems associated with rapid urbanization.

This question was opted by 62.4 percent of all the candidates of which 43,427 (19.4%) scored from 0 to 2.5 marks of which 7,785 (3.5%) scored 0 mark, 119,027 (53%) candidates scored from 3 to 6 marks and 61,822 (27.6%) scored high marks from 6.5 to 10. This question was the most opted in this part and the candidates' performance was good as 80.6 percent of all the candidates scored 3 marks and above out of 10 allotted marks. Figure 9 illustrates the performance of the candidates in this question.

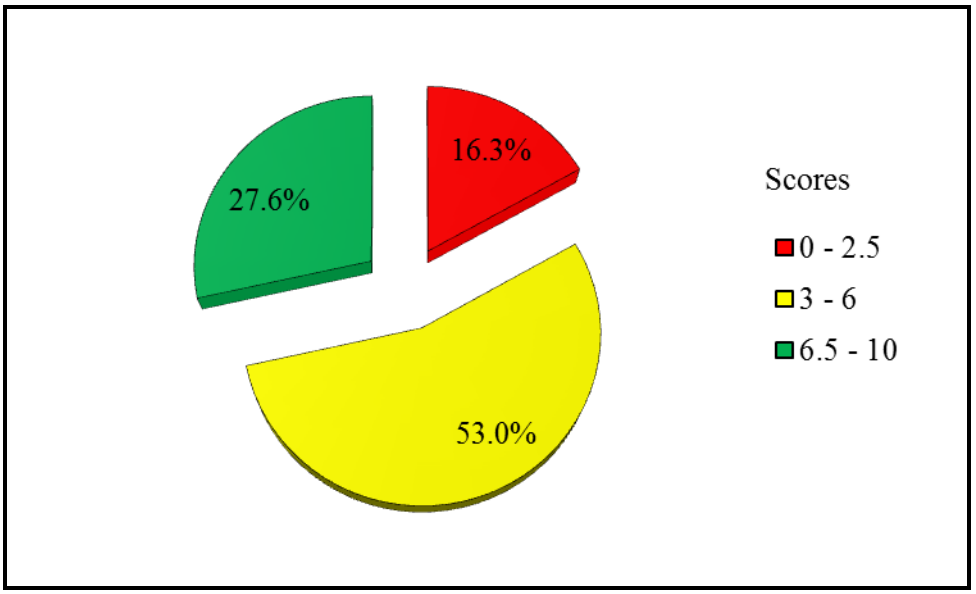


Figure 9: *Percentage of the Candidates' Performance in Question 11*

The analysis of the candidates' performance shows that 27.6 percent of candidates who scored high marks (6.5 to 10) proved to have adequate knowledge on the concept of growth of settlement especially on social and economic problems associated with urban growth. Most of the candidates were able to describe the problems associated with rapid urbanization as required. However some of the candidates were not able to exhaust all the required points. Moreover, most of the candidates from this category showed good skills in essay writings as they provided relevant introduction and conclusion. For

instance, they described problems associated with rapid urbanization like; - *Shortage of houses, poverty, unemployment, environmental degradation, inadequate social services, criminal offences, traffic congestions* and *increase number of street children*. Disparity of their responses led the candidates' scores to vary. Extract 11.1 represents a sample of a candidate who attempted the question correctly.

Extract 11.1

11. Urbanization refers to increase in the number of population in urban areas. Rapid urbanization occurs when the number of urban dwellers increase unsteadily without control. Among the factors which promote rapid urbanization are such as availability of employment opportunities and good social services in urban areas. This leads to several problems including the following:

Increase in the rate of criminal cases. Many people who migrate from rural areas to urban areas tend to fail on how to acquire their basic needs in town. This leads to actions such as prostitution, robbery, drug abuse and drug dealing and theft so as to earn a living.

Shortage of social services. When many people migrate to urban areas or when the urban population grows uncontrollably, urban dwellers are at risk of suffering from shortage of social services such as water supply, health services, poor education is a result of this.

Environmental pollution. The increase of the population in urban areas is associated with poor waste disposal such as in a highly populated cities like Dar-es-Salaam. Also industries dispose sewage systems in water-sources leading to water pollution.

Spread of diseases. Following poor waste disposal in highly populated areas, people are likely to suffer from diseases such as cholera, tuberculosis, also malaria due to habouring mosquitoes in damping sites such as Tabata in Dar-es-Salaam. Also crimes like prostitution lead to spread of HIV/AIDS.

Poor arrangement of houses. When the number of people increase in urban areas, houses which are built to provide shelters tend to be so close leading to poor arrangement of the cities. A good example is the poor city plan of Dares-Salaam at Manzese.

Deforestation and misuse of resources. Due to increase in population in urban centres, people tend to cut down trees so as to establish settlements. Also others cut down trees to get wood and charcoal as a source of fuel while others use it for trade to earn a living.

Increase in traffic jams. When the population increases in urban areas, the number of vehicles increases too leading to intense traffic jams. Such situation create death of patients in ambulances and delay people to reach the working areas on time. A good example is Ubungo road in Dar-es-Salaam. Therefore this situation should be controlled by the government by providing education on family planning to its citizens living in urban areas. Also it should re-distribute the population, and provide better social services and employment opportunities in rural areas.

Extract 11.1 illustrates a sample of such a good response from the candidates' script.

The analysis of the candidates' responses shows that 5.3 percent of the candidates with average marks (3 to 6) had several weaknesses in their responses. Most of them were able to describe some of the problems associated with rapid urbanization while others highlighted the correct points but they failed to provide correct description to some of the points. Further analysis of the candidates' responses shows that some of the candidates provided few correct points as required with partial explanations while others provided repetition of the points. For example one candidate repeated some points such as: - *air pollution* as a point and *noise pollution* as independent point, *land degradation* as a point and *soil erosion* as individual point. Moreover, most of the candidates were able to provide relevant introduction and conclusion to their essays. The degree of accuracy of candidates' responses differed; as a result some of them scored higher marks than others.

On contrary, few candidates (19.4%) who scored low marks had limited knowledge on the concept of social and economic problems associated with urban growth. Most of these candidates failed to provide correct descriptions on the problems associated with rapid urbanization hence they scored low marks. The analysis of the candidates' responses shows that most of the candidates failed to provide relevant introduction and pinpointed few correct problems associated with urban growth instead of describing the points without

conclusion. For example one candidate wrote *shortage of resources, decrease in supply of labour in agriculture* and *political instability*. Their incompetence in essay writing skills and the use of English language led them to score low marks.

It was further noted that, 7,785 (3.4%) of the candidates absolutely failed to score any mark in this question. These candidates lacked knowledge on the concept of social and economic problems associated with rapid urbanisation. Majority of them failed to describe the problems associated with urban growth while some misconceived the demand of the question and they had poor skills in essay writing. For example, one candidate defined migration in introduction instead of urbanisation, then he/she highlighted the effects of rural urban migration instead of describing the problems associated with rapid urbanisation such as: *decline in economic activities, depopulation, separation of family, decline of agricultural production* and *decline of man power.* The candidates' responses show misconception of the question demand. Extract 11.2 shows a sample of a poor response from a script of a candidate who misunderstood the demand of the question.

Extract 11.2

11 Urbanization is the process of people who move from village to town to obtain good social services, so many people they believe that Urban area are place that provide social services. so following are problem associated with rapid Urbanization.

Provision of education: is the proces of transfering ideas, emotion and information from one person to another person. so this problem associated with Urbanization people move from one place to Urban area in order to obtain education from different people. so is very problem associated with rapid urbanization.

Availability of transport and communication: also this is problem associated with rapid of urbanization because many people move from their village to urban through transport so this problem that doing rapid Urbanization to occur and people communicate with village about urban so peoplewho living village want to know life of town.

Employment opportunity: is the process of people to obtain job so must find where place there is job opportunity then people of rular aiea move from their village to town in order to obtaine employment opportunities then can settle well and their family this problem associated with rapid Urbanization.

Good government support: is the proces of people move from their village to town

in order to obtain good government support because their village they do not have government support so this also problem which associated with rapid Urbanization.

provision of social services: Is the process of people to obtain basic needs like clothes, food and shelter so this can cause problem of Urbanization because some people who living in rular area they do not able social services so some people move from their village to town in order to obtain social services like education health, hospital and others.

Source of income: Is the process of people who living Urban many people they have their income that can help their family because there is many job people engage and receive income so this can do people of village come to find job in order to obtain income for own consumption.

Improvement of government revenue: is the prokess of people who living in town some people doing job in bank so help government to provide loans for people in Order to start bussiness so this is very important so those is problem associated with rapid Urbanization.

Generally rapid Urbanization is some time is very important but some time are not important because can cause death and people to engage in crimes.

Extract 11.2 indicates a sample of a poor response from the script of the candidate who performed poorly in this question. He/she wrote causes of migration (pull factors) instead of problems associated with rapid urbanization.

2.4.4 Question 12: Environmental Issues and Management

This question required the candidates to examine seven effects of climate change in the world.

This question was opted by 25.5 percent of all the candidates of which 49,751 (54.6%) scored from 0 to 2.5 mark, 35,407 (38.9%) scored from 03 to 6.5 and 5,933 (6.5%) scored from 7 to 10 marks. The performance in this question was average as 45.4 percent of all the candidates scored from 3 marks and above out of 10 allotted marks in this question. Figure 10 illustrates the performance of the candidates in this question.

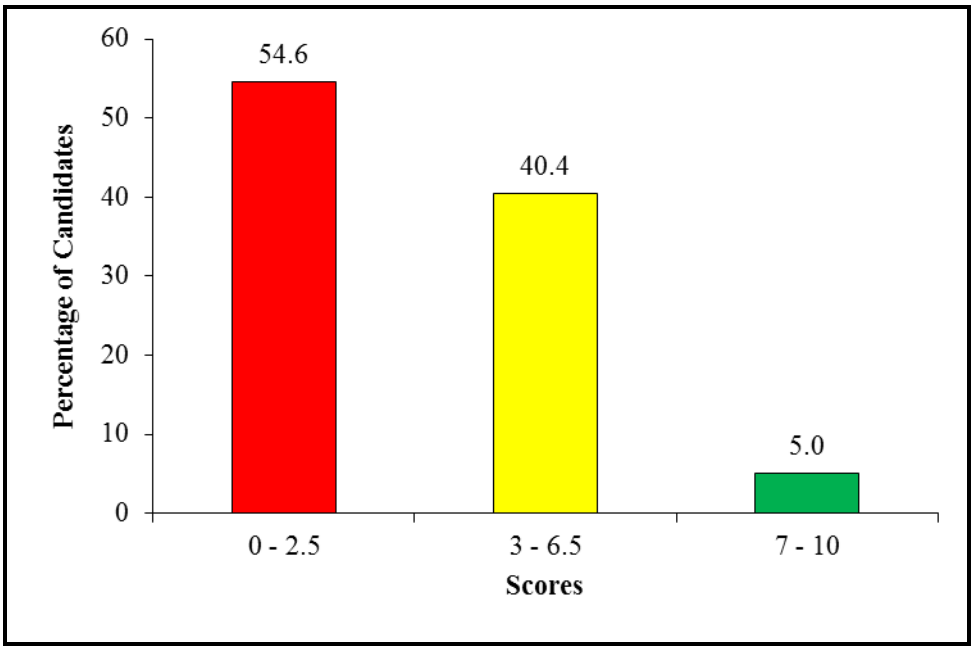


Figure 10: *The percentage of the Candidates' Performance in Question 12.*

Few candidates (6.5%) performed well in this question as their marks ranges from 6.5 to 10 marks. The candidates proved to have knowledge on the concept of growth of settlement especially on social and economic problems associated with urban growth. Few candidates (27) were able to score all the 10 marks allotted to the question. Extract 12.1 represents a sample of a candidate who attempted the question correctly.

Extract 12.1

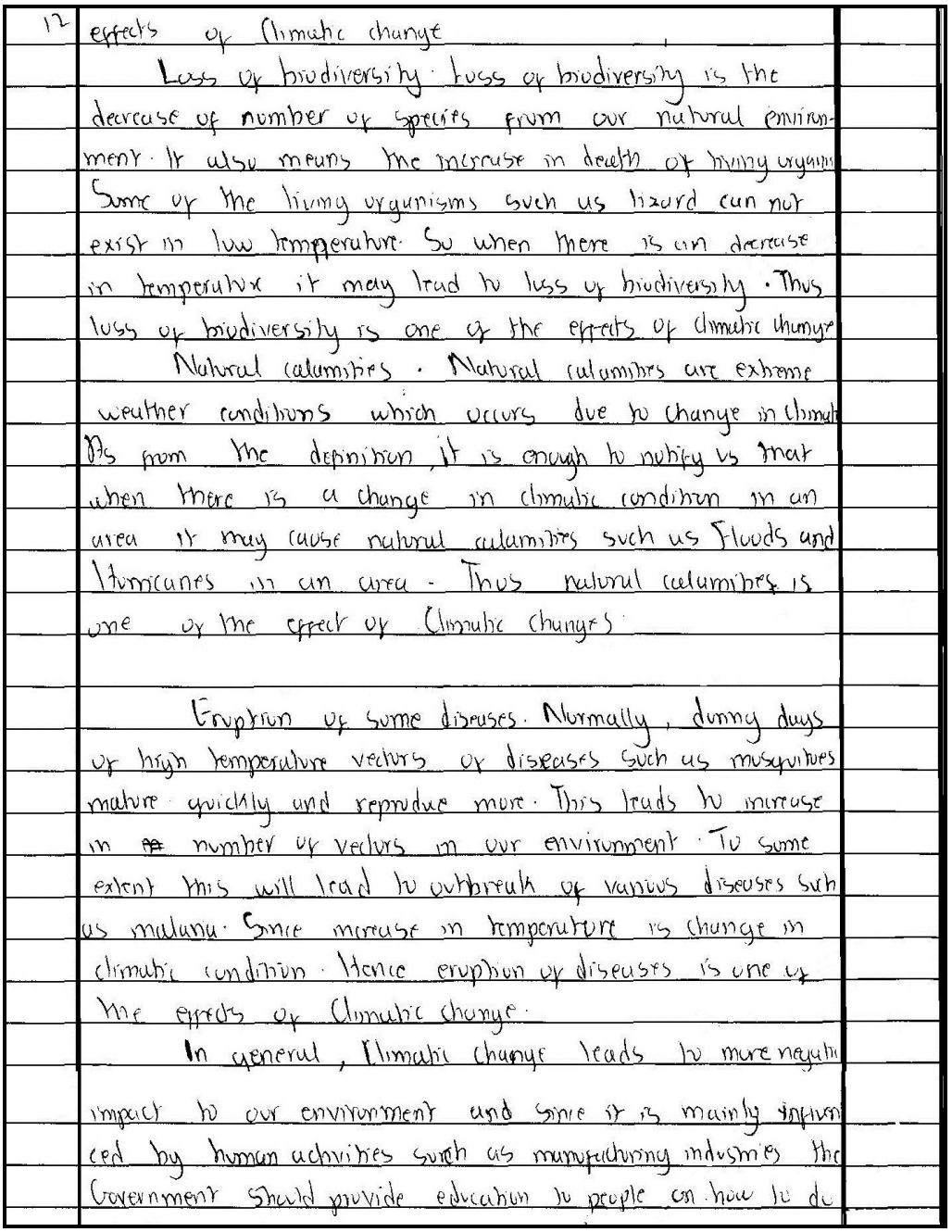
12

Climate is the average weather condition of an area which is taken for 30 - 35 years. Climatic change is the variation in climate between two periods of time. Climatic change is normally influenced by human activities such as manufacturing industries. This climatic change which occur in the world has brought up various effects. The following are the effects of climatic change in the world.

Rise in sea level. Rise in sea level is the increase in volume of water in the sea. Rise in seas level is normally the result in increase in temperature due to global warming resulting to melting of ice at the polar regions. When climate changes to high temperature it encourages melting of polar ice leading to rise in sea level. Thus rise in sea level is one of the effects of climatic change in the world.

Poor agricultural production. Agriculture is the activity which involves the domestication of plants and animals. Crops normal grow well in Average temperature. hence change in climate can easily affect growth of crops and agricultural production in total. For example Coffee grows well in the temperature between 19°C - 23°C hence any change in temperature will affects its growth. So poor agricultural production is one of the effects of climatic change.

Desertification. Desertification normally occurs when there is a change from any type of vegetation for example equatorial vegetation to a desert. Desertification is mainly influenced by the increase in average temperature which is of the climatic changes. This means when there is an excessive increase in temperature it may lead to desertification. Due to that desertification is one of the


12
effects of climatic change
Loss of biodiversity. Loss of biodiversity is the decrease of number of species from our natural environment. It also means the increase in death of living organism Some of the living organisms such as lizard can not exist in low temperature. So when there is an decrease in temperature it may lead to loss of biodiversity. Thus loss of biodiversity is one of the effects of climatic change
Natural calamities. Natural calamities are extreme weather conditions which occurs due to change in climat As from the depinition, it is enough to notify us that when there is a change in climatic condition in an area it may cause natural calamities such as floods and Hurricanes in an area. Thus natural calamities is one of the effect of Climatic changes.
Eruption of some diseases. Normally, during days of high temperature vectors of diseases such as mosquitoes mature quickly and reproduce more. This leads to increase in ~~of~~ number of vectors in our environment. To some extent this will lead to outbreak of various diseases such as malaria. Since increase in temperature is change in climatic condition. Hence eruption of diseases is one of the effects of Climatic change.
In general, Climatic change leads to more negati impact to our environment and since it is mainly influenced by human activities such as manufacturing industries the Government should provide education to people on how to de

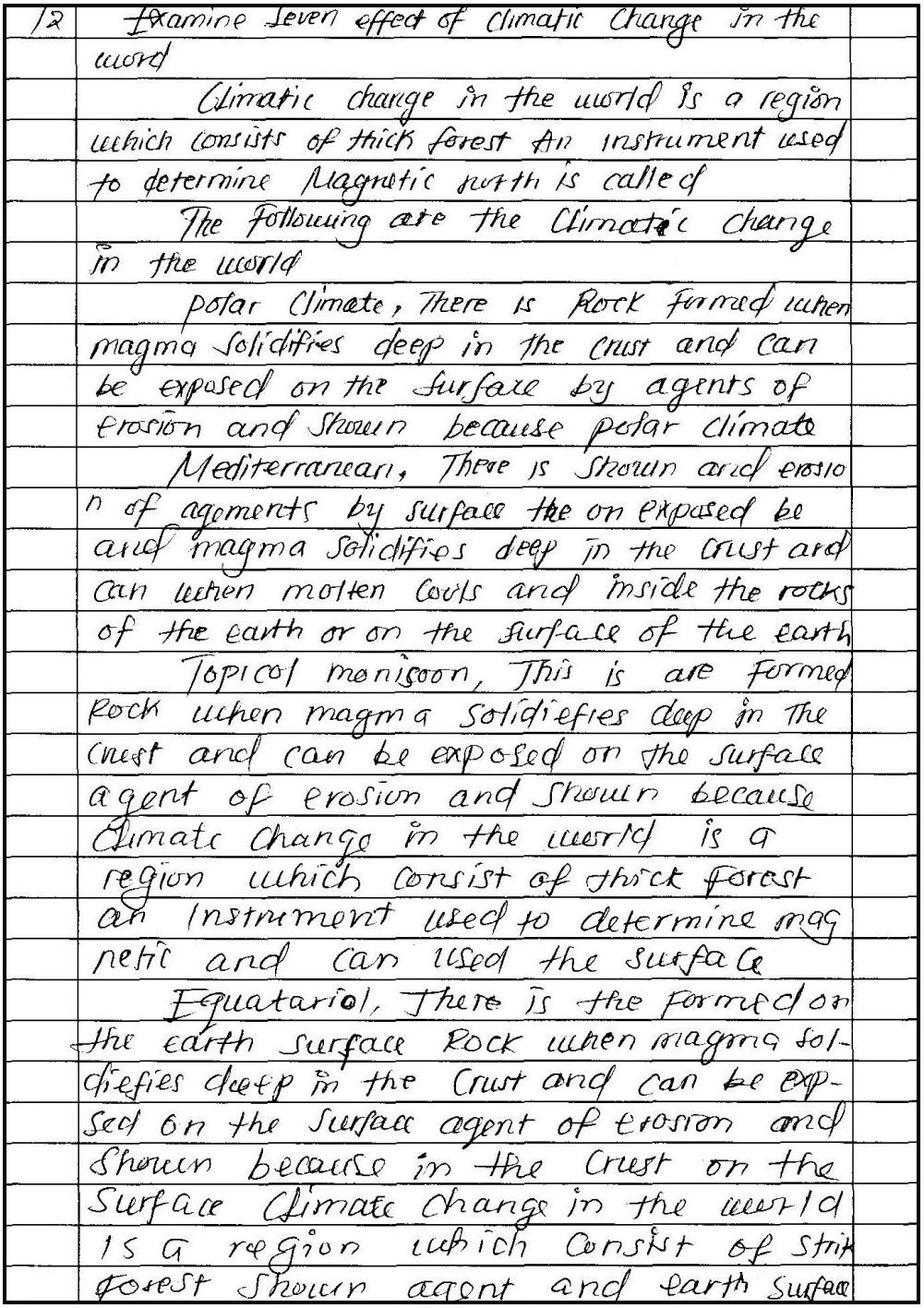
Extract 12.1: A sample of a response from the candidate who examined effects of climatic change in the world correctly.

The analysis of the candidates' responses indicates that most of the candidates who scored average performance (38.9%) in this question failed to exhaust fully the required points demanded by the question. This

demonstrated that they had inadequate knowledge on the environmental problems mainly on the causes and consequences of global climate change. Additionally, some of the candidates managed to highlight few correct points but they failed to explain the points while others provided correct points but they examined unrelated points. For example, observation from responses of the candidates showed that some of the candidates mentioned correct points such as: *Traffic jam, shortage of job opportunities, Increase of crime, development of squatters and slums,* but they failed to give satisfactory explanations to the given points.

The candidates (54.6%) who scored from 0 to 2.5 marks most of them had insufficient knowledge on the environmental problems particularly on the causes and consequences of global climatic change as they were unable to answer the question as required. Moreover, some of the candidates did not adhere to essay writing skills while others lacked English Language proficiency. For example, one candidate wrote incorrect points as; - *bad condition of weathering, waste disposal, deforestation, green house effect, poor infrastructure* and *ozone layer.* Some candidates provided few relevant and irrelevant points with irrelevant conclusion as; - *climate change leads to acidic rain, climate change leads to industrialization, climate change leads to the loss of biodiversity* and *climate change leads to soil erosion.* The weaknesses of their responses led them to score low marks. The candidate who scored a 0 mark (15.1%) absolutely failed to meet the demands of the question. Extract 12.2 is a sample of a poor response from the script of a candidate.

Extract 12.2



12 Examine seven effect of climatic change in the word

Climatic change in the world is a region which consists of thick forest An instrument used to determine Magnetic nuth is called

The following are the Climatic change in the world

polar Climate, There is Rock formed when magma solidifies deep in the crust and can be exposed on the surface by agents of erosion and shown because polar Climate

Mediterranean, There is shown and erosio n of agements by surface the on exposed be and magma solidifies deep in the crust and can when molten cools and inside the rocks of the earth or on the surface of the earth

Topical monisoon, This is are formed Rock when magma solidiefies deep in the crust and can be exposed on the surface agent of erosion and shown because Climate change in the world is a region which consist of thick forest an Instrument used to determine mag netic and can used the surface

Equatarial, There is the formed on the earth surface Rock when magma sol- dies deep in the Crust and can be exp- sed on the surface agent of erosion and shown because in the crust on the surface Climate change in the world is a region which consist of stik forest shown agent and earth surface

Extract 12.1: A sample of a response from the candidate who explained the types of climatic regions instead of effects of climatic change in the world.

3.0 PERFORMANCE OF THE CANDIDATES' IN EACH TOPIC

The analysis shows that the Geography paper had 12 questions set from 16 topics. Those topics are, *Weather, Forces that affect the Earth, Soil, The Structure of the earth, Solar System, Climate and Natural Region, Map Work, Application of Statistics, Introduction to Research, Elementary Surveying and Map Making, Map Reading, Photograph Interpretation, Sustainable use of Forest Resources, Manufacturing Industry, Settlement and Environmental issues and Management.*

The analysis shows that the candidates had the good performance of **83.6** in: *Manufacturing industries topic*. Generally, the candidates performed well in this topic. Other topics which candidates got good performance were *Settlements* **(80.6%),** Introduction to Statistics **(62.7%)** and *Weather, Forces that Affect the Earth, Soil, Structure of the Earth, Solar System, Climate* and *Map Work* (Which were examined in multiple choice items) **78.8%.** Good performance in Manufacturing Industries topic was due to the fact that issues related to manufacturing industries have been announced in mass media in Tanzania every day with the slogan of "*Tanzania ya Viwanda".*

Further analysis shows that the candidates in five topics had the average performance. The topics were: *Structure of the Earth* **(54.3%)**, *Photograph Reading and Interpretation* **(52.8%)**, *Environmental Issues and Management* **(45.4%)**, *Sustainable Forestry* **(39.6%)** and *Introduction to Research* **(33.5%).**

Nevertheless, the candidates in three topics had the poor performance which they were tested in questions 3, 6 and 7. The topics were; *Forces that Affect the Earth (External- forces),* which was examined in short answer questions **(***5.2%)* *Map Reading and Interpretation* **(13.1%)** *Elementary Survey and Map making* **(29.5%)**

4.0 CONCLUSION

The analysis done in the CSEE 2018 results for the Geography subject shows that, the general, performance was average since **53.03 percent** of the candidates passed the examination. The analysis shows that the candidates had good performance in four questions, question 1, 4 10 and 11. The

candidates in this category had wide knowledge of the topics from which the questions were derived, they had good mastery of English Language, ability to understand demand of the questions and skills in reading and interpreting information from Topographical map, Photograph and Statistical Graph given. On the other hand, the candidates had average performance in four questions, which were question 2, 5, 8, 9 and 12. They also had weak performance in three questions, which were question 3, 7 and 12. The average and poor performance in some questions were mainly caused by inadequate knowledge on the subject matters, poor skills in Map Reading and Interpretation, failure to understand demand of the question, poor mastery of English language and essay writing skills which hindered them to score higher marks.

5.0 RECOMMENDATIONS

In order to improve the performance of the prospective candidates in this subject, the following are recommended.

(i) Teachers are advised to guide the candidates on how to identify the tasks/requirements of the questions.

(ii) Candidates should be encouraged to read different sources (books, journals and pamphlets) in order to widen their knowledge in all topics and different Geographical concepts.

(iii) Candidates should be encouraged to use English language in their day to day communication so as to improve their language skills

(iv) Teachers should guide candidates in writing skills so as to make their expressions logical and meaningful.

(v) Practical activities in different topics, such as *Introduction to Research, Elementary Survey and Map Making, Introduction to Statistics, Map Reading and Interpretation* should be emphasized so as to improve students' skills on drawing, measuring and calculating.

(vi) Teachers and candidates should have exposure to spatial relationship and distribution of geographical phenomena in relation to the geographical study.

Appendix

Comparison of Performance of the Candidates' Topic wise in Geography for the CSEE in 2017 and 2018

SN	Topic	2017	Remark	Question Number	2018	Remark
		Percentage of the candidates who scored 30 marks and above.			Percentage of the candidates who scored 30 marks and above.	
1.	Manufacturing Industries	49.12	Average	10	83.6	Good
2.	Settlement	None	None	11	80.6	Good
3.	Multiple choice items from the following topics: Weather, Forces that Affect the Earth, Soil, Structure of the Earth, Solar System, Climate, Map work.	69.58	Good	1	78.8	Good
4.	Application of Statistics	51.19	Average	4	62.7	Good
5.	Structure of the Earth	None	None	2	54.3	Average
6.	Photograph Reading and Interpretation	41.27	Average	8	52.8	Average
7.	Environmental Issues and Management	None	None	12	45.4.	Average
8.	Sustainable forestry	None	None	9	39.6	Average
9.	Introduction to Research	24.63	Weak	5	33.5	Average
10.	Elementary survey and map making	19.85	Weak	6	29.6	Average

SN	Topic	2017	Remark	Question Number	2018	Remark
		Percentage of the candidates who scored 30 marks and above.			**Percentage of the candidates who scored 30 marks and above.**	
11.	Map Reading and Interpretation	39.1	Average	7	13.1	weak
12.	Forces that Affect the Earth	23.55	Weak	3	5.2	weak