THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2018

713 GEOGRAPHY

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the analytical report on performance of candidates for items in Geography subject held in May, 2018 for the Diploma in Secondary Education Examination. The report provides feedback to stakeholders about the performance of the candidates in that summative evaluation of the course which aim at evaluating the learning achievements of the teacher trainees in the two year course of Diploma in Education.

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

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

The feedback provided is expected to enable the educational administrators, managers, tutors and teacher trainees to identify proper measures to be taken in order to improve the candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from tutors, teacher trainees and the public in general that can be used for improving future examiners' reports. Finally, the Council is grateful to all stakeholders who provided valuable assistance in the preparation of this report.

Dr. Charles E. Msonde
THE EXECUTIVE SECRETARY

1.0   INTRODUCTION

This is an analytical report on the performance of the candidates who sat for the Diploma in Secondary Education Examination (DSEE) 2018 in the Geography paper which covered the 2009 syllabus.

The paper consisted of sixteen questions (16) distributed in three (3) sections namely; A, B, and C. Section A had ten (10) short answer questions which were derived from both Academic and Pedagogical Syllabus. Each question from this section carried four (4) marks. The candidates were required to attempt all the questions from this section. The Section B had three optional questions from Academic Syllabus while section C was comprised of three optional questions from the Pedagogy Syllabus. The candidates were required to attempt two essay questions from each section, B and C. Each question in section B and C carried 15 marks. The candidates were required to attempt a total of 14 questions in this paper.

The performance of the candidates is categorised into three main groups as poor, average and good: (0-39), (40-69), (70-100) respectively. The report is intended to give feedback to the educational stakeholders on the performance of the candidates on each question by showing what candidates were required to do as well as the strengths and weaknesses in the responses. These categories of performance are indicated using special colours, whereas green colour indicates good performance, yellow stands for average performance and red denotes poor performance.

A total of 354 candidates sat for the 2018 DSEE in Geography, whereby all the candidates (100 percent) passed the examination. Generally the performance in 2018 was good since all the candidates passed the Geography examination.

This report presents the tasks of each question and the analysis of the candidates' good and poor responses. The samples of the candidates' answers are attached to illustrate the responses. It is expected the report will be useful to educational stakeholders and will enable tutors, teachers and teacher trainees to improve the teaching and learning process in Geography subject.

ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: ACADEMIC AND PEDAGOGY CONTENTS.

2.1.1 Question 1: Population and Development

The candidates were required to provide four differences between urban and rural settlement.

The question were compulsory therefore was attempted by 100 percent of all the candidates. 11.6 percent of the candidates scored from 0 to 1.5 marks, of which 1.4 percent scored a 0 mark; 23.4 percent scored from 2 to 2.5 marks and 65 percent scored from 3 to 4 marks. The general performance of the candidates in this question was good as 97.7 percent of the candidates scored above 40 marks as illustrated on Figure1.
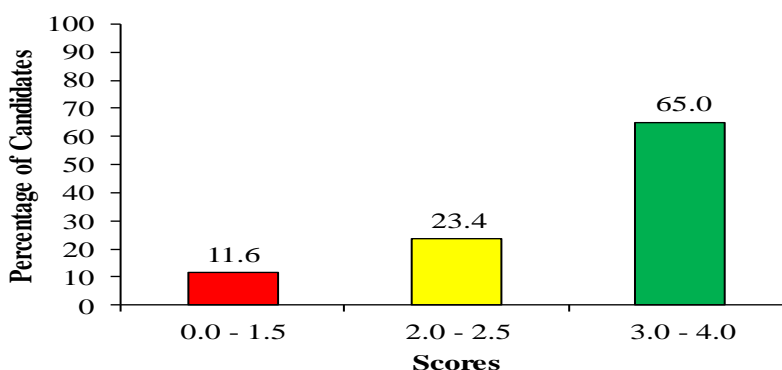

Figure 1 *Trend of the candidates' performance in question 1.*

The candidates who scored from 3 to 4 marks managed to understand the demand of the question. They had good knowledge on the topic of Population and Development as they were able to show four differences between urban and rural settlement. These differences include; population size; urban has high population while in rural setting there is low population, economic activities; rural settlement has traditionally been defined as a place where most of the workforce is engaged in primary activities while the workforce in urban areas is mainly dealing with secondary and tertiary production (service provision). Services; the provision of social services like schools, hospitals, shops, transport and

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bank services is usually limited in rural areas while in urban areas these services are in abundance. Morphology of the settlement; the urban setting is normally nuclear/ packed while the rural set up is scattered.

One candidate managed to provide four differences such as; *rural dwellers engage in primary activities such as cultivation of crops and keeping animals while those who are living in urban engage in business and service provision; availability and provision of social services such as schools, hospitals, shops, transport, electricity and banks is limited in rural areas while abundant in urban, as well as morphology or arrangement of the settlement; in urban houses are nucleated or concentrated in one area while in rural areas houses are scattered".* Extract 1.1 shows a sample from a candidate with good response.

Extract 1.1

Extract 1.1 is a sample of responses from the script of a candidate who managed to describe correct distinction between urban and rural settlement.

Moreover the candidates who scored average marks (2 to 2.5) failed to give all the four points as the question demanded. While others managed to

provide a few correct points in their responses but failed to give detailed differences between an urban and rural settlement. Also some of the candidates managed to give correct responses but were too brief. Therefore, their ranges of scores were determined by the clarity of the differences provided by them.

Furthermore, the candidates who scored from 0 to 1.5 marks, the analysis indicate that some of them failed to understand the demand of the question, while others lacked relevant knowledge on the subject matter. A few candidates who managed to give correct differences gave only one. The analysis indicates that 5 candidates provided irrelevant descriptions hence ended up scoring 0 mark. Extract 1:2 shows a sample of a script with irrelevant response.

Extract 1:2

1. Differences between Urban and rural settlement.	
Urban settlement are those buildings which are in form of structured while rural settlement is unstructured	
Urban settlement can not produce any production. While rural settlement can produce production.	

Extract 1:2 represents a sample of a script from a candidate with incorrect responses as he or she presented irrelevant differences according to the demand of the question.

2.1.2 Question 2: Human Occupation and Economics

The question required the candidates to list four drawbacks that face the mining sector in Tanzania. The question was attempted by 100 percent of all the candidates, of which 0.3 percent scored from 0 to 1.5 marks, 2.8 percent scored from 2 to 2.5 marks and 96.9 percent scored 3 to 4 marks.

The general performance of the candidates in this question was good as 99.7 percent of all the candidates scored above 40 percent. Figure 2 illustrates the candidates' performance in question 2.
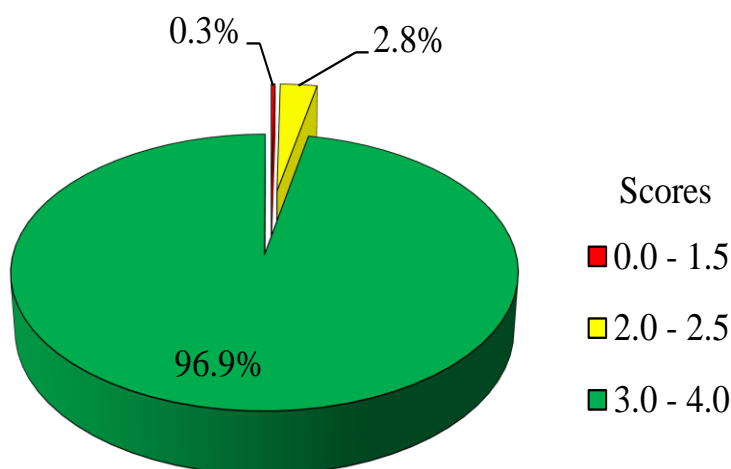
Figure 2*: Trend of the candidates' performance in question 2*

The candidates who scored from 3 to 4 marks were 83.1 percent. This shows that they had a good understanding of the subject matter as they managed to explain the points according to the demand of the question. The following are among of the drawbacks facing the mining sector in Tanzania; Shortage of capital; limited fund make it difficult to extract minerals, limited internal market; lack of industrial base that could act as market for minerals, poor transport network from the location of mineral fields to the consumers/ industries, exhaustion and deepening of mines make it costly and expensive, shortage of experts in mining related activities, corruption and theft and degradation of environment.

Such good responses show that the candidates had relevant knowledge to understand the subject matter where this question was derived. Thus, they outlined four drawbacks that face the mining sector in Tanzania. Extract 2:1 shows a sample of a candidate with correct responses.

Extract 2:1

2.	Drawbacks that faces mining sector in Tanzania.	
i/	Poor transport and communication	
ii/	Poor government support	
iii/	Lack of capital.	
iv/	Low level of science and technology in terms of machine.	

Extract 2:1 depict a sample of correct answer from a script of a candidate.

Moreover, the candidates who scored from 2 to 2.5 marks showed inadequate knowledge of the subject matter because some of the candidates wrote repetitions in some of the points. Others mixed correct and incorrect points. Generally, the variation of the candidates scores depended on the number of correct points provided and the clarity of the points they presented.

Further analysis indicate that, some candidates who scored from 0 to 1.5 marks, failed to understand the demand of the question, while others lacked knowledge on the subject matter where the question was derived, thus they wrote incorrect responses. Only a few of them managed to give one correct response out of four and as a result they ended up scoring low marks as depicted in Extract 2:2**.**

Extract 2.2

02.	Drawbacks thred faces mining sector in Tanzania.	
	• Lack of Science and technology	
	• shortage of fund	
	• Poor Industries	
	• Lack of mines	

Extract 2:2 represents a sample of a response from a candidate with partial explanation.

2.1.3 Question 3: Human Occupation and Economics

The question required the candidates to state four negative impacts of the timber industry in Tanzania.

The question was attempted by 100 percent of all the candidates. The analysis shows that 8.8 percent of the candidates scored from 0 to 1.5 marks, 2.3 percent scored a zero; 22.6 percent scored from 2 to 2.5 marks and 68.6 percent scored 3 to 4 marks. The general performance of the candidates in this question was 91.2 percent above the average as Figure 3 illustrates candidates' performance in question 3.
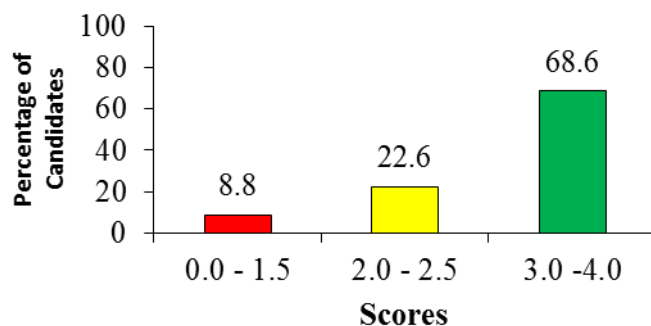

Figure 3: *Trend of the candidates' performance in question 3*

The candidates who scored from 3 to 4 marks had adequate understanding on the subject matter as they were able to give four negative impacts of the timber industry in Tanzania which includes the following: deforestation; the pace of planting is low compared to cutting of trees, environmental pollution like air pollution due to dust produced in lumbering and burning of forest residual, destruction of animal habitat, high capital involved in establishment of timber industry, land grabs for tree planting and rise of conflicts over land, reduction of forests leads to accumulation of carbon dioxide in atmosphere, something it may accelerate global warming and influence soil erosion and siltation of rivers and dams because of leaving the land bare.

Variations in the scores were determined by the clarity of their answers and the ability to give meaningful explanations for each point. Some of the correct answers presented by one candidates were such as: "*how timber industry contributed to the deforestation, environmental pollution, and destruction of animal habitat, land degradation and high capital involved*

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in establishment of timber industry". Extract 3.1 is a sample of a good response from a script of a candidate.

Extract 3:1

3.	I/ Deforestation which accelerates to desert.		
	II/ Destruction of animal wild animal inhabitants		
	III/ Loss of some species of both trees and animals.		
	IV/ Accelerates soil erosion in most areas.		

> Extract 3.1 is a sample of a response from a script of a candidate who managed to give good responses on the negative impacts of the timber industry in Tanzania.

On the other hand, some candidates scored from 2 to 2.5 marks. They had insufficient understanding of the subject matter. Some of the candidates managed to provide a few correct points, while others mixed up correct and incorrect points. Their responses had some weaknesses such as inadequate clarification of their points. The responses were characterized by unclear and poor English language proficiency. Hence they scored moderate marks.

Further analysis indicate that some candidates who scored from 0 to 1.5 marks failed to understand the demand of the question because of insufficient knowledge on the subject matter, hence, they gave incorrect responses such as, *Increase the number of unemployment, Undermine development, poor science and technology, poor infrastructure, lack of enough trees"*. Extract 3:2 represent a sample of a candidate with poor responses.

Extract 3.2

3 - Increase the number q crime, hence 11 people are using timber they may easily start doing robery, theft and different other things

- Increase the number q unemploy unemployment, hence, workers using timber they may lead to the fired from working-place and remain jobless.

Increase the Number q lazness people
- Decreases man power hence the use q timber may decrease q the number q people who are / were responsible in doing their responsibilities, will be increased.

- Undermined development, hence the timber addicted people, they may not include in the process q bringing up development hence descouraging.

Extract 3.2 is a sample of a candidate's responses who failed to understand the demand of the question.

2.1.4 Question 4: Principles of Teaching and Learning Geography

The question required the candidates to give four advantages of inquiry method in teaching and learning of the Geography subject. The question was attempted by 100 percent of all the candidates. The analysis shows that 26 percent of the candidates scored from 0 to 1.5 marks, of which 7.3 percent scored 0.5 mark; 37.6 percent scored from 2 to 2.5 marks and 36.4 percent scored from 3 to 4 marks. The general performance of the candidates in this question was good as 74 percent scored above 40 marks. Figure 4 show the trend of the performance of the candidates in question 4.
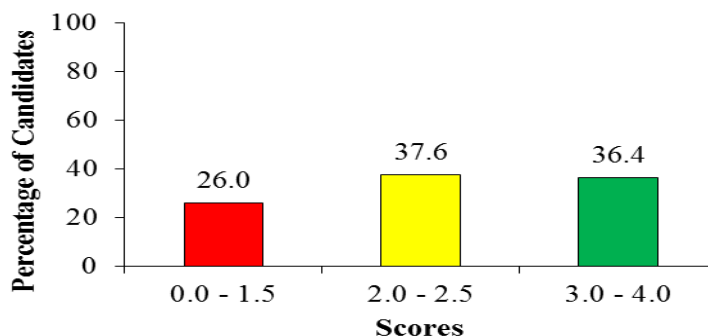
Figure 4: *Trend of the candidates' performance in question 4*

The response of the candidates who scored from 3 to 4 marks revealed a good understanding of the subject matter as they managed to respond according to the demand of the question. They gave correct points such as; it develops problem solving ability to learners and teachers, motivate students in learning because students act as source of knowledge in the process of teaching and learning, enhances collaborative learning in problem solving, it develops skills for lifelong learning to learners and knowledge obtained last longer, raises creativity to learners because learners learn on their own while the teacher acts as a facilitator.

Other candidates performed relatively good in brief they managed to get three correct points *"problem solving ability, motivate students in learning, raises creativity and develop skills for lifelong learning"*. Extract 4.1 represent a sample of a good response.

Extract 4.1

Extract 4.1 is a sample of a script from a candidate with good response who managed to give advantages of inquiry method in teaching and learning of the Geography subject.

Moreover, the candidates who scored from 2 to 2.5 marks showed some weaknesses on their responses as some misconceived the inquiry methods with field research, while others mixed up the ideas between inquiry and teaching materials which were contrary to the demand of the questions. For example, one candidate highlighted that inquiry method in teaching and learning of geography subject as, "*It help the learners to read advanced materials in order to get facts". It motivate learners to be good researchers", "it help to describe and prescribe the materials" and "it helps to read in advance different materials of geography subject".* These are some of the reasons for the variation of the scores.

On the other hand, some of the candidates who scored from 0 to 1.5 marks, lacked knowledge of the subject matter as they mixed up the concept between research and inquiry, natural resources and teaching materials. For those candidates who scored zero mark revealed insufficient knowledge of the subject matter because they explained about natural resources and the use of manmade features hence, they ended up scoring 0 mark. Extract 4:2 depict a sample of a poor response on this question.

Extract 4.2

Extract 4.2 represent a sample of a response from a candidate who responded contrary to the demand of the question.

2.1.5 Question 5: Geography Discipline

This question required the candidates to provide a list of four important aspects of studying spatial science in Geography.

The general performance in this question was good since 71.8 percent of the candidates scored above 40 marks, 53.4 percent of the candidates scored from 3 to 4 marks, 18.4 percent scored from 2 to 2.5 marks and 28.2 percent scored from 0 to 1.5 marks. Figure 5 illustrates the performance in this question.
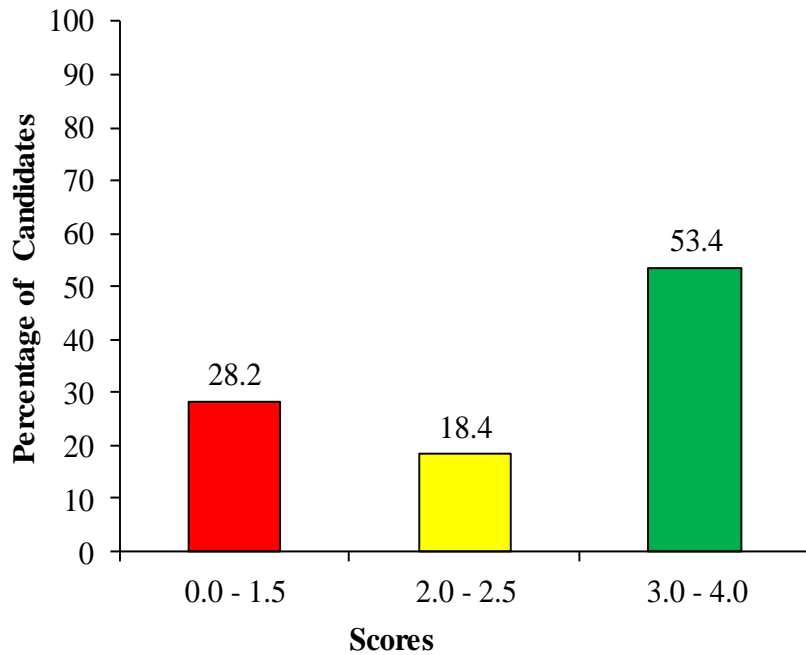
Figure 5: *Trend of the candidates' performance in question 5*

The candidates who scored 3 to 4 marks had a good understanding of the topic as they managed to interpret correctly the demand of the question by giving correct responses. For example, some of the candidates provided a required number of points with correct explanations. Examples of correct responses from the candidates includes; *"It helps to understand the distribution of things on the earth surface, It helps to know the relationship between people and their environment, It helps to know the location of different features found on the surface, Helps in understanding relationships between different phenomena".* Extract 5.1 present *a* sample of relatively correct response.

Extract 5:1

> 5. The following are importances of Studying Spatial Science in Geography
> → It helps to know the distribution of things on the earth Surface.
> → It helps to know the relationship between people and his environment on the earth's Surface.
> → It helps to know different features found on the Surface which can be natural or artificials forexample valleys, and buildings.
> → It helps to increase knowledges to the people.

Extract 5.1. Shows a response of a candidate who performed well in the question.

Furthermore, the candidates who scored from 2 to 2.5 marks portrayed insufficient knowledge of the subject matter. Some of the candidates presented partial correct points. However, their responses varied from one candidate to another due to the variation in the understanding of the concept. Some of them mixed spatial science with irrelevant concepts. For example one candidate explained that "*spatial science in geography helps in improving critical thinking in the learners.* Other candidates gave fewer points which were contrary to the demands of the question.

On the other hand, the candidates whose score ranged from 0 to 1.5 marks, lacked knowledge of the subject matter, and hence did not understand the demands of the question. They therefore presented incorrect points. Some of them just skipped the question or just wrote the question number without giving answers. Extract 5.2 is a sample of a response from a script of a candidate with a poor response.

Extract 5:2

5	i) Help student to know the living organism	
	ii) Help student to know the reality of the earth	
	iii) Help student student to know the force which are found on the earth	
	iv) Help student to know how to make practical	

Extract 5.2 is a sample of a response from a script of a candidate who totally failed to meet the demands of the question by providing wrong responses.

2.1.6 Question 6: Physical Resources

The question instructed the candidates to describe given terms as used in Geography subject. These terms included (i) Deltas, (ii) ox-bow lakes, (iii) River rejuvenation, and (iv) Alluvial river.

The question was attempted by all candidates, whereby 26.3 percent of the candidates scored from 3 to 4 marks; 16.9 percent scored from 2 to 2.5 marks; 56.8 percent scored from 0 to 1.5 marks. The general performance of the candidates in this question was poor because more than half of all the candidates scored below 40 marks. Figure 6 illustrates the candidates' performance in question 6.
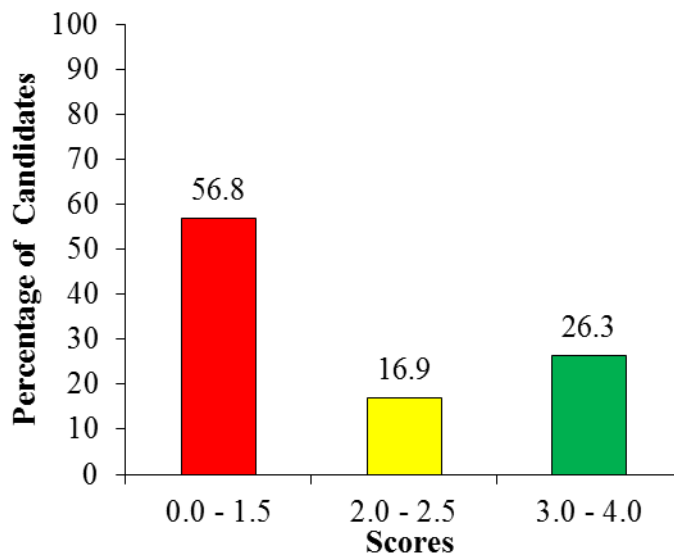
Figure 6: *Trend of the candidates' performance in question 6*

The candidates who scored from 3 to 4 marks understood the demands of the question as they managed to give clear descriptions and illustrations of delta, ox-bow lake, river rejuvenation and alluvial river correctly as used in Geography subject. Such response includes, *"(i) Delta is a trait of alluvium formed at the mouth of a river where deposition of its load exceeds its rate of removal. (ii) Ox-bow lakes formed when a meander is so acute that only a narrow neck of land separates the two end of the meander. Active lateral erosion takes place on the outside of the bends and the neck is eventually broken through. This occurs when the river is in flood.*

(iii) River rejuvenation refers to a renewed erosive activity in a river valley. It is results from a negative movement of the base level or positive regional up lift of the land (iv) Alluvial river is one that flows on a thick accumulation of alluvial deposits constructed by the river itself in earlier stages of its activities. A characteristic of an alluvial is that it experiences overbank flood with a frequency ranging between annual and biennial occurrence during the season of large water surplus over watershed." Extract 6:1 represnt a sample of a response from a candidate who managed to give a good response.
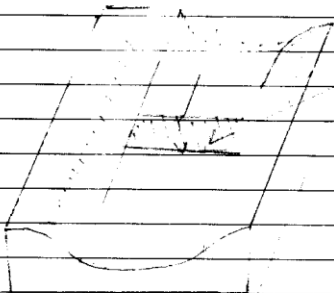
Extract 6:1
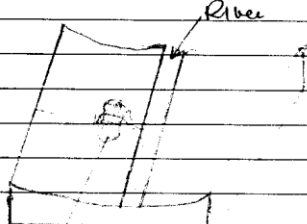
6 i) Delta refers to the low lying swamp formed due to accumulation of alluvial and later colonized by plants and separated by lagoon and normally formed in the lower stage of the river where it allow the deposition of alluvium which form acute delta, tooth delta, bird foot delta.

ii. Ox-bow lakes, refer to the lake formed due to cutt of of the loop neck of the meander, Its formation due to the river deposit the material and develop the mean der and hence lead to the formation of the loop or two bank of neck, and later as cuts off.

Ox bow lakes
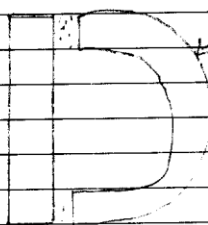
iii. River rejuvenation, refers to the process where by a river get extra power as It was in young stage

or

Refer to the renewal of erosive power of the river, and normal carried by change of the river bed, increase of volume of water

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6 iii due to rainfall which had to the formation of feature like knick point, valley within a valle y and meanders.

knick point

iv. Alluvial river refers to the all the loose mate rial carried by the river water, which enalle for the formation of alluvial fan after the river take a stage to deposit such materials.

River

Alluvial fan

Extract 6:1 is a sample of a candidate's response with relatively good descriptions of all terms correctly.

Moreover, the candidates who scored from 2 to 3 marks had insufficient knowledge of the subject matter. Their descriptions were featured by partial presentations of their answers. For example, some of them related river rejuvenation with river capture and river regime. Others related Delta with tributaries and flood, swamps and depression. Moreover, others related ox-bow lake with delta and lakes. Some of the candidates provided correct responses to only two or three items out of four and therefore they ended up getting moderate scores.

Further analysis indicates that the candidates who scored 0 to 1.5 marks lacked knowledge of the subject matter on this question. Thus, they provided wrong descriptions of the terms. One candidate explained that "*an*

oxbow-lake is formed *due to the volcanic activities*", while others explained alluvial rivers "*these are rivers formed due to the accumulation of materials",* others explained river rejuvenation "*is the process of water from several channels or distributaries from the main river*". Also, some of them attempted to describe only a few terms while others just skipped the question hence ended up with scoring either zero or one mark. Extract 6:2 is a sample of a response from a candidate who provided irrelevant responses.

Extract 6:2

6(a) Delta is the area where water or river are separeted and to form left the mass wasting and water sepereted.	
ii/ OX-bow Lakes - is the area where the lake are removing the water and to form river	
(iii) River rejuvenation are the types of river which fomoche by Igneous rock in the undergro und of the earth's Surfaces	
iv Alluvial river is the river which found under the ground of the earth Surface and formed due to pressence of fossile material	

Extract 6:2 is a sample of a script from a candidate with poor responses due to lack of clear understanding of the terms.

2.1.7 Question 7: Geography Discipline

The question instructed the candidates to explain two interrelationships between Geography, Mathematics, Physics and Biology.

The question was attempted by all candidates, whereby 26.3percent of the candidates scored from 3 to 4 marks, 27.4 percent scored from 2 to 2.5 marks and 46.3 percent scored from 0 to 1.5 marks. The general performance of the candidates in this question was average because only 53.7 percent scored average marks. Figure 7 illustrates the candidates' performance in question 7.
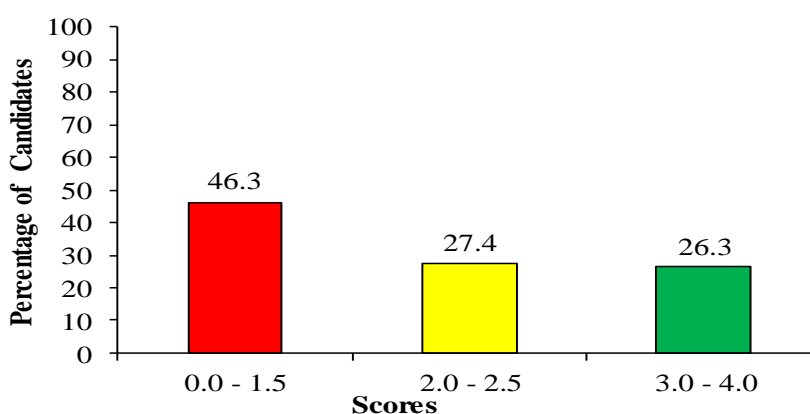
Figure 7: *Trend of the candidates' performance in question 7*

The candidates who scored from 3 to 4 marks had adequate knowledge thus they showed correct interpretation of the requirements of the question. These candidates managed to clarify the way those disciplines do interact one another in daily application. These interactions include relationship between Geography and Mathematics; mathematical principles and formulae are used in Geography. Mathematics techniques of drawing graphs and charts are used to analyse and present geographical data. Mathematics also applies geographical concepts of space and time to calculate different parameters.

Relationship between Geography and Physics is a scientific study of matter and energy and the relationships between them. It includes the study of force, heat, light, electricity. While studying atmosphere Geography focuses on heat from the sun as it is responsible for the movement of air, evaporation of water and distribution of moisture content. Studies like remote sensing uses principles of light and magnetism which are from physics and the relationship between Geography and Biology, the study of animal adaptation

and distribution goes simultaneously with the study of climatology also you cannot study soil and geology (rocks) without the study of fossils and Relationship between Mathematics and Biology, Census of wild animals is based on the application of mathematics and statistical application. Such application is helpful in data compilation and analysis of living organisms just few to be mentioned.

These candidates provided correct points and managed to organize logical presentations of their responses and revealed a good capability in clarifying their arguments. They were able to show the way geography correlate with other subjects like physics, biology and mathematics. For example, one candidate wrote "*Geography and Mathematics both use formulas on calculating or finding mode, mean, median, also Geography and Biology both study flora and fauna, habitat and symbiotic*" system. Extract 7:1 is a sample of a script of candidate with a fairly good response.

Extract 7:1

Extract 7:1 is a sample of a response from a script of a candidate who managed to correlate geography with other subjects such as physics, biology and mathematics correctly.

Furthermore the candidates who scored from 2 to 2.5 marks had insufficient knowledge of the subject matter and hence, provided partial clarification on how Geography and Mathematics both use formulas on calculating or finding mode, mean and median. Other candidates failed to explain how geography is

interrelated with other subjects and therefore, did not manage to relate all the subjects in one point.

On the other hand, some of the candidates who scored from 0 to 1.5 marks, mixed relevant and irrelevant responses. Others wrote the question, without providing answers, while those who scored 0 mark diverged from the demand of the question by giving points which did not link to the question demands. Extract 7:2 represent a script of a candidate with irrelevant responses.

Extract 7:2

Extract 7:2 is a sample of script from a candidate who provided irrelevant responses.

2.1.8 Question 8: Map Reading and Photography Interpretation

This question was composed from the topic "Map Reading and Photography Interpretation". The question required the candidates to write short notes on the meaning and importance of the terms as used in the teaching and learning of geography as follows:

The question was attempted by all candidates, whereby 5.6 percent of the candidates scored 3 to 4 marks, 20.4 percent scored from 2 to 2.5 marks, and 74 percent scored 0 to 1.5. The general performance of the candidates in this question was poor because the majority (74 percent) scored between 0 and 1.5 marks. Figure 8 illustrates the candidates' performance in question 8.
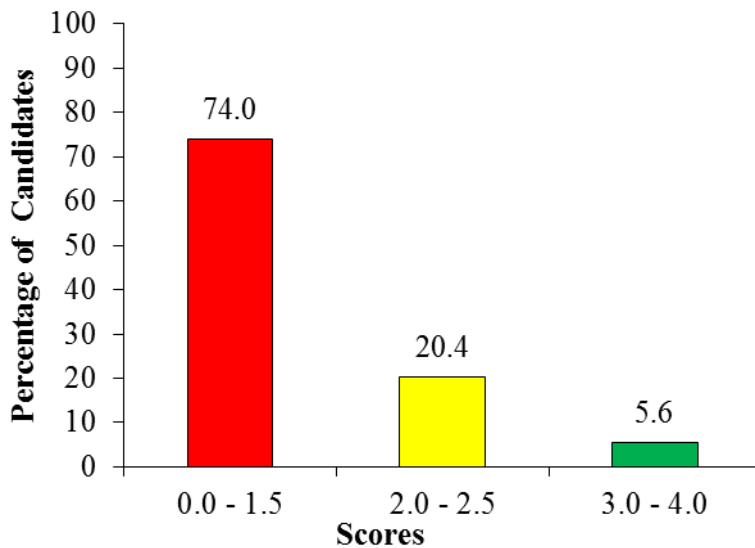
Figure 8: *Trend of the candidates' performance in question 8*

Knowledgeable candidates wrote short notes on the meaning and importance of the terms as used in the teaching and learning of geography basing on the following perspectives. First, Cartography is an art and science of geographically representing the earth's surface with abstract symbols and signs. Cartographers must learn cognitive psychology and ergonomics to understand which symbols convey information about the earth most effectively. Cartography is very important in our daily life as it help us to understand about spatial relations and location of objects. That is it makes us aware of what is where and what is around us, simply to be able to make decision. Without maps, we would be spatial blind.

Secondly, Geographical Information System (GIS) is a science and art of using computer to capture, store, analyse and presenting information (data) in a form of map. It is very important for decision-making and problem solving. Also it is used to retrieve information about the earth. GIS expert must understand computer science and database system.

Thirdly, remote sensing is a science of obtaining the information about the earth without having a direct contact to it. Basically it uses Electromagnetic Energy as a source of energy for remote sensing. Sources of information are mainly satellite imagery, aerial photographs and radar data. This discipline is very important on predicting weather or watching eruption of volcano, mapping the ocean bottom and notifying any change/growth of city, farmland and forest over several years.

Moreover, Globe is the nearest approximation of the earth unlike maps; it is accurate in all aspects and shows the size and shape of oceans, continents and country correctly. Without its use, the teacher cannot explain the shape of the earth successfully.

The analysis indicated that the candidates who scored from 0 to 1.5 marks, failed to respond correctly according to the demands of the question, due to lack of knowledge of the subject matter. For example, one candidate defined remote sensing as a "*situation whereby different activities conducted in geography*". Others related remote sensing with remote control devices, while others related with the instrument used for measuring earthquakes. Moreover, some candidates failed to distinguish cartography from photography. Others related it with the globe and the atmosphere. For example one candidate defined it as the "*layers that prevented the destruction of air pollution."* Extract 8:1 represent a sample of a script of a candidate with poor responses.

Extract 8:1

Extract 8:1 a sample of the candidates with irrelevant response.

Furthermore, the candidates who scored from 2 to 2.5 marks had inadequate knowledge of the subject. Although they understood the demands of the question they could not give adequate explanation in their responses. Also they did not give the required number of points. Their scores varied depending on the correctness of their descriptions.

The candidates who scored from 3 to 4 marks were knowledgeable of the subject matter and managed to understand the demands of the question. They provided relatively correct responses which met the requirements of the question as depicted such relatively correct responses includes in extract 8.2.

Extract 8:2

8. (i) Cartography is the science which deals with knowledge and skills of making maps.	
(ii) Geographical Information System (GIS) This is the method of using computer	
8 (ii) technology to capture and record geographical information. ie Capturing, processing and recording geographical information using Computerized technology	
(iii) Remote Sensing refers to the method of capturing and recording geographical information through Satellites mounted on the air.	
(iv) Globe is the model which represents the reality of the earth which is used in teaching and learning geography.	

Extract 8:2 is a sample of a script of a candidate with relatively good responses.

2.1.9 Question 9: Principles of Teaching and Learning Geography

This question required the candidates to differentiate participatory method of teaching from non-participatory method of teaching.

The question was attempted by 100 percent of all the candidates whereby 3.4 percent scored from 0 to 1.5 marks, 22 percent of the candidates scored from 2 to 2.5 marks, and 74.6 percent scored from 3 to 4 marks. The general performance of the candidates in this question was good as 96.6 scored above average. Figure 9 illustrates the candidates' performance in question 9.
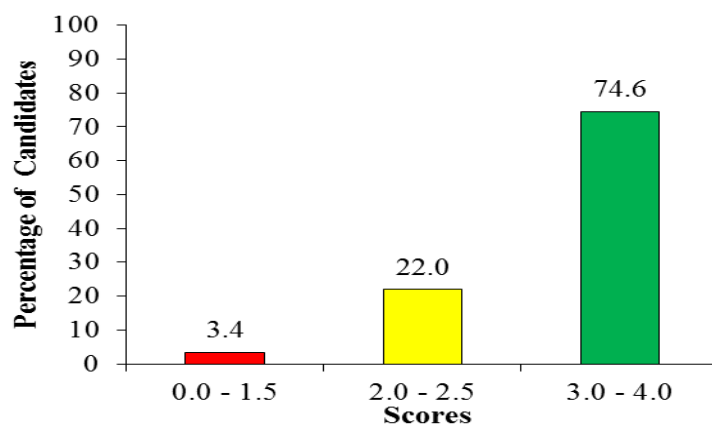
Figure 9*: Trend of the candidates' performance in question 9*

The candidates who scored from 3 to 4 marks, showed understanding of the subject matter, as they managed to differentiate the two concepts according to the demands of the question. Participatory method refers to the process where learners are involved in teaching and learning. They are involved in doing, seeing, asking questions and conduct discussion with their fellow learners. Learners act as source of knowledge in the process of teaching and learning, while non-participatory method is a method where learners are not given a chance of participating during the lesson. The process is teacher centred. The role of the learner is to see and listen.

For example one candidate differentiated participatory method *"as a method of teaching which allows the interaction between students and teacher for example question and answers, group discussion, role played and others, while non-participatory method refers to the method of teaching which do not allow the interaction between students and teacher, the teacher facilitate each and every thing"*. Extract 9:1 is a sample of a script of a candidate with good responses.

Extract 9:1

09	Different btween participatory and non participatory teach -ing method is :-	
	Participatory Teaching Method; Is the methd which actively enable learner in facilitating teaching and learning. Mean Example group- discussion during Teaching. Meanwhile non-participatory Method Is the one which does not enable learner, actively in Teaching and learning. Sa mple lecture Method	

Extract 9:1 is a sample of a script from a candidate who managed to describe the differences between participatory and non-participatory teaching methods correctly.

The candidates who scored from 2 to 2.5 marks had several weaknesses in their responses. For example, some of them managed to provide correct differentiation as the question demanded but were characterized by poor language skills which led them into providing partial and unclear explanations.

On the other hand, the candidates who scored from 0 to 1.5 marks did not understand the demands of the question. For example, one candidate presented incorrect differentiation of participatory method from non-participatory as *"the instruments which are used during teaching like books, which can simplify teaching and learning activities. While non-participatory methods are those things which simplify teaching and learning process like using teaching aids."* Others defined participatory method as *"a method used by psychological process and non participatory do not involve the observation of the teaching and learning"*. Extract 9**:**1 is a sample of a candidate with a poor response.

Extract 9:2

Extract 9:2 depict a sample of a scrip of a candidate with a poor response

2.1.10 Question 10: Map Reading and Photography Interpretation

This question required the candidates to differentiate between oblique and ground level photography.

The question was attempted by 100 percent of the candidates, whereby 12.4 percent of the candidates scored from 0 to 0.5 marks, of which 1.7 percent scored 0 mark. 30 percent scored from 2 to 2.5 marks; and 57.6 scored from 3 to 4 marks. The performance of the candidates in this question was good as 87.6 percent scored above 40 marks. Figure 10 illustrates the candidates' performance in question 10.
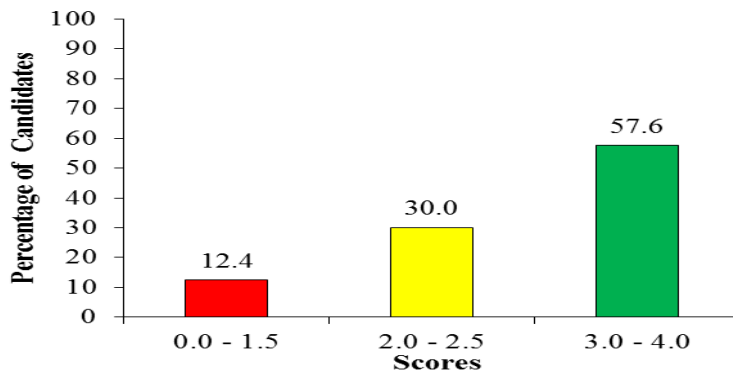
Figure 10: *Trend of the candidates' performance in question 10*

The candidates who scored from 3 to 4 marks in this question understood the demands of the question. They had good knowledge of the subject matter and good writing skills since they were able to differentiate between oblique and ground photography by supporting examples. Some of the candidates managed to show that "*oblique photography is taken by the camera tilted above 45^0 and not exceeding 90^0. While ground level photographs are taken*

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at ground level, oblique photograph are more expensive compared to the ground photographs in terms of production. Oblique photography show top view, side view and front view, while Ground Photography shows only front view and side view". Extract 10:1 is a sample of a response from a script of a candidate who provided relevant responses.

Extract 10:1

Extract 10:1 is a sample of a response from a script of a candidate who provided relevant responses.

The candidates who scored from 2 to 2.5 marks were able to attempt the question partially by providing correct and irrelevant points For example, one candidate stated that "*oblique photography does not show clearly pictures at the back while in ground pictures at the back are shown clearly*", which is the vice versa of the two.

Further analysis indicates that the candidates who scored from 0 to 1.5 marks provided partial explanation because of their inability to express themselves in the clearly English language. Others managed to write only one correct point and other irrelevant responses which had no connection with the subject matter and the demands of the question. For example, one candidate wrote that,"*Oblique photography show the top horizon while ground photography show the ground horizon", "Oblique photography do not show the fore horizon while ground Photography do not show top horizon"*. Due to their incorrect and partial responses, they ended up scoring either zero or weak scores. Extract 10 shows a sample of a script of a candidate with poor response.

Extract 10

10.	Oblique photographs	Ground photographs	
	(i) They are taken vertica lly	(i) They are taken horizontally	
	(ii) Shows the top Horizon	(ii) They do not show the fore horizons	
	(iii) They do not show the fore horizons	(iii) They do not show the top horizons	
	(iv) Shows the clouds	(iv) They do not show the clouds.	

Extract 10.2 is a sample of script from a candidate who responded incorrectly.

2.1.11 SECTION B: ACADEMIC CONTENTS

2.1.12 Question 11: Human Occupation and Economics

The question required the candidates to explain why the forest industry in Tanzania is not performing well compare to Sweden and Gabon.

The question was attempted by 300 (84.7%) candidates. It was one among the questions which were opted for by many candidates. The general performance of the candidates in this question was good as 100 percent of the candidates scored above 40 percent. There was no candidate who scored below average in this question. The analysis show that 31.3 percent of the candidates scored from 6 to 10 marks and 68.7 percent scored from 11 to 15 marks. Figure11 illustrates the candidates' performance in question 11.
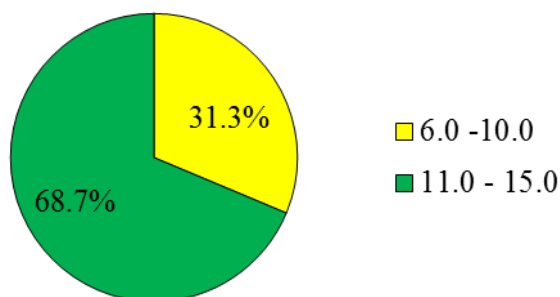
Figure 11: *Trend of the candidates' performance in question 11*

The candidates who scored from 11 to 15 marks understood the demands of the question and managed to give correct reasons on why the forest industry

in Tanzania is not performing well. The candidates wrote some of the following key problems; poor transport network, insufficient capital; poor local market, low political will by the government, low level of science and technology which led to poor quality of output/products with high cost which cannot compete into the world market, shortage of skilled labour; Some correct responses from the candidates include; *"lack of capital, poor transport and infrastructure, low level of technology, poor government policy, lack of skilled labour and poor market"*. Extract 11:1 shows a sample of correct responses.

Extract 11.1

11. Gabon because the development of any fish stry need high level of science and technology for getting high products.

Competition with another economic sectors like fishing and mineral sectors, due to this competition the Tanzania fail to accomodate all the sectors at the same time due to the nature of his economy and policy while the sweden and Gabon having enough money for running different sector at once that's why the forest industry in Tanzania is not performing well compared with sweden and Gabon.

Poor implementation of the policy in the forest industry, the policy of Tanzania is not giving the priority to the forest industry sector that's why is not performing well compared with sweden and Gabon while the Gabon and Sweden putting/implementing good policy in this sector.

Poor government support in the forest industry, also in Tanzania the government is not given the strong support in the forest industry by giving the capitals to the peoples to investing in this sector that's why forest industry in Tanzania is not performing well compared with sweden and Gabon.

Generally, in order to improve the forest industry in Tanzania the government

11. nt should be provide the strong support and improvement of level of science and technology as well as transport and communication system.

Extract 11:1 represents a sample of a script from a candidate with good response.

The candidates who scored from 6 to10 marks, had inadequate knowledge on the subject matter. They failed to focus on the demands of the question. Consequently, they provided few points less than the required. Others failed to give adequate explanation because of poor masterly of the English language. Extract 11:2 is a sample of a script of a candidate with partial responses.

Extract 11:2

11: Forest industry referes to the industry or economic activities which dealing with its method of keeping forest and ~~Producing to~~ the Production of forest Products Such as faniture Also forest industry is what used or dealing with timber Production, madicine Productions and Paper produc tion. In Tanzania forest industry failed to be well performed compared with Sweeden and Grabon due to the following reasons:

Shortage of Fund. forest activities require enough fund to be Practised, Also for Paying the forest workers. But in Tanzania the the forest fail to be well managed interm of Production due to the low fund.

Low Science and Technology Even though Tanzania we have many area which are covered by forest but we fail utilize them due to the Problem of Science and Technology which cause the decline of forest industry

Defforestation Problem Also this is another Problem which hinder its ~~Development~~ of forest industries. It is Occured by Construction activities Settlement Planning and searching for fuel. Under this situation important trees are removed which

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11: cause the low production of forest Product, Hence the industry will decline.

Low distribution / Development of other economic sectors, such as Trade activitie Mining activities, fishing activities, Agriculture activities and Educational activities. These are the Sector which has low distribution or contribution in forest industry. But if these sector will have high development and contribution to the forest activities automatically the Industry will grow.

Low implimentation rate of forest policies such as Agroforest, Afforestation and Reaforestation Policy. This are the Policy which used to guid and control as well as develop the forest Industries. But many people ignored these policy Policies and cause to distruction of forest industries.

Low government support the government did not support these forest industries simply no forest Planning are formulated to guid the Process of forest Production. Also the government did not support these industry duet the absence of forest seasea receached document to show the total famau area which covered by the forest.

Extract 11:2 is a sample of a script from a candidate with a partial explanation.

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2.1.13 Question 12: Human Occupation and Economics

The question demanded the candidates to discuss the statement that "Agriculture is the backbone of Tanzania's economy".

The question was among the most opted for question as 317 (89.5%) of all candidates attempted it. The analysis shows that, 4.1 percent scored from 0 to 5.5 marks, 45.5 percent scored 6 to 10 marks and 50.5 percent scored from 11 to 15 marks. Figure 12 illustrates the candidates' performance in this question.
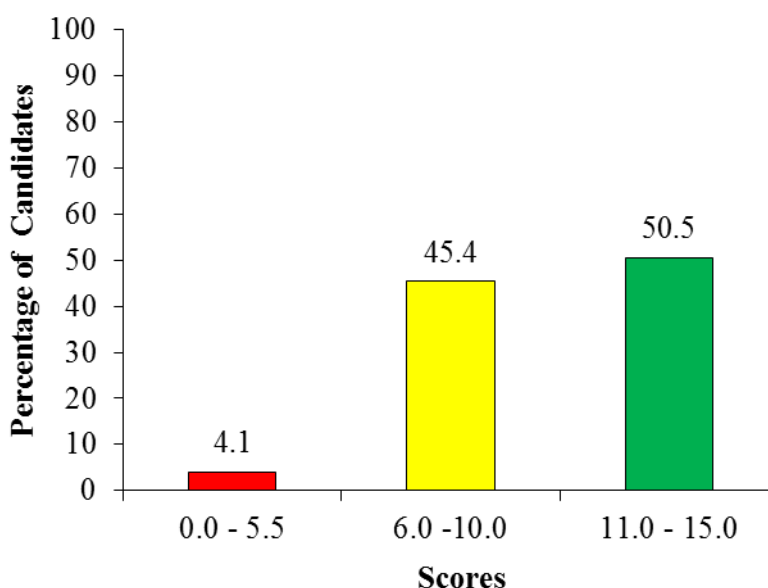
Figure 12: *Trend of the candidates' performance in question 12*

The candidates who scored from 11 to 15 marks had adequate understanding of the subject matter. Correctly they managed to show how agriculture is the backbone of Tanzania's Economy by providing good responses such as, agriculture provides food for people, provides raw materials for other industries, create Employment to the people, to generate income to rural dwellers; provides also foreign currency and improves individual income, it creates capital for other businesses and it helps to improves standard of living to the people through selling crops. Extract 12:1 is a sample of a script of a candidate with a good response.

Extract 12:1

12.	Agriculture. This is the art that involve Crop cultivation and Animal keeping. There two types of agriculture such as Small scale agriculture and Large scale Agriculture. it is true that Agriculture is backbone of Tanzania economy. due

12	the following Contruction of Agriculture in Tanzania economy.
	It promote the industrial developme nt. Agriculture Contribute much on industr of development since it act as a source of raw materials fore xample Animal skin, and Cotton that can be Manufactured or processe d to produce new product. Like clothes and shoes as well as belt forexample NKALALO GENERY
	It promote the development of trade. Agriculture is the backbone in Tanzania Since it promote the development of trade Since the Agricultural product like sh oe, clothes, belt and coffee tend to be sold out side for get income
	It provide the employment opportuni ly to the youth/people. Agriculture in no w day employ most youths by acting as a source of labours that they bene fit from wages. Therefore Agriculture can lead people to get employment fore xample in panda and rukwa as well as Moro goro succeded of Agriculture to emp loy many youth on this sectors
	It rise the standard of living of the peo ple. Since through agriculture people get all basic need such as shelter Clothes and food. people can able to affor d basic need due to income generated from the employment obtain from Agric ulture
	It promoted the increase of raw Materials

12'	forexample Cowhorn, Animal skin and clothes that can be used by the industries for Manu facturing of new products like button, shoe (and belt as well as cloth. This lead to the Improment of Many industries forexample MWATEX in Mwanza and MUTEX in Musoma.	
	It provided the source of food. fore xample fruit tree, Maize and Meet used as a food for human being, therefore Agricul ture acted as a source of foods, people in the Country practice Agriculture both small and large scale in the the aspect of getting food for his/her survive.	
	Therefore, Agriculture activities in Tanzania is faced by Many problem like pests and disease that attack crops and Animal, lack of good science and technology and Drought.	

Extract 12:1 is a sample of a response from a candidate who provided relevant responses.

Moreover, the candidates who scored from 6 to 10 marks were able to understand the demands of the question but they mixed both correct and incorrect points. Some of the candidates managed to outline the required points but provided insufficient elaborations. There were a few who provided few a points contrary to the demands of the question. Their correct points were characterized by partial explanation due to incompetence in using English for conveying the answer.

Furthermore, the candidates who scored from 0 to 5.5 marks, lacked knowledge of the subject matter and did not understand the demands of the question hence they provided irrelevant responses such as, "*poor science and technology, price fluctuation, pest and diseases, poor methods of farming, lack of education, lack of enough capital, unskilled farmer, poor*

market, lead to shortage of land, diseases". Such incorrect explanations and misconceptions of the question led them to score low marks. Extract 12:2 is a sample of a candidate's poor responses.

Extract 12:2

12.	Agriculture, Refer to the activities that Involve Cultivation of Crops and Livestock keeping. example Sisal millet, grandnuts, Coffee, Cotton, that Involved in agriculture activities. Agriculture activities is the back bone of Tanzania economy due to the following view,
	Through on the use of Low Science and technology, on Improving agriculture like on engagement of farming and that Can affect the development of the economy like Industries sectors that Cause the Tanzania to decline.
	Through on engage on agriculture activities rather that other activities like Industrial that Can Cause the economy of the Country to be poor or their Improvement that do not being on Creating the Controlling of the economy.
	Lead to unemployment among the people that Can hinder the development of the Country that had been faced by agriculture through unemployment to be big problem on Keeping the economy of Tanzania
	Lead to the Shortage of land to Create or Improve another economic Sectors like Industrial Sectors that had been used on Creating the global way of Keeping the economy.
	declines of the price on buying and Selling material from agriculture activities like Sisial, Coffee that Can be Influenced on backbone of the economy in Tanzania Country.
	Deases and pests through the plants growing that Can Cause the economy to be low from the Creating of the economy on Tanzania Industries.

12.	that had faced by raw material produced from agri Culture activities .	
	Generally are they on how Agriculture is the back bone of Tanzania economy that can being Influe nced from the government of Tanzania to decline from villages to Town .	

Extract 12:2 is a sample of a script from a candidate who provided incorrect responses.

2.1.14 Question 13: Environmental Problems and Issues

The question required the candidates to examine the consequences of air pollution which are common in Tanzania.

This question was the least opted for as only 2.5 percent of the candidates attempted it. The candidates' performance was also good since only 4.4 percent of the candidates scored from 0 to 5.5 marks, 57.1 percent scored from 6 to 10 marks and 38.1 percent scored from 11 to 15 marks. Figure 13 illustrates the candidates' performance in question 13.
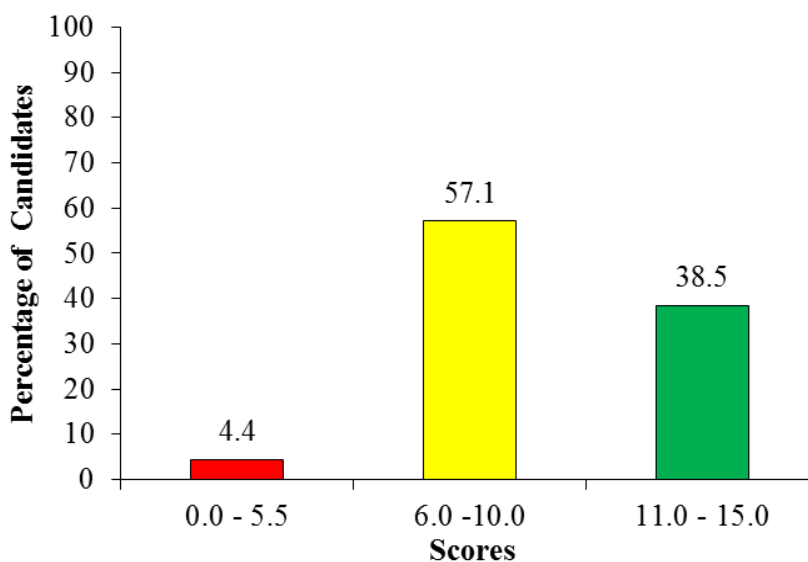
Figure 13: *Trend of the candidates' performance in question 13.*

The candidates who scored from 11 to 15 marks illustrated a better understanding of the demands of the question. They had enough knowledge on the subject matter and portrayed good writing skills, and were able to present the responses in a logical manner. Such common consequences of air pollution in Tanzania includes; occurrence of diseases like lung cancer and tuberculosis due to dusts, fumes or smoke from the environment, occurrence of acidic rain that may affect physical and human resources, global warming; emission of greenhouse gases dust particle lets and water molecules in atmosphere trap temperature that could escape to the outer space and thus remain and increases the temperature.

The depletion of the ozone layer which is caused by concentration of chlorofluorocarbons, chlorine, methane and carbon dioxide that erode ozone (o_3) causing ultra violet rays reach the surface of the earth and affect human health. They managed to provide factual points with detailed elaboration and vivid examples such as, "*the occurrence of diseases like lung cancer and tuberculosis, occurrence of acid rain, depletion of ozone layer and global warming*", Extract 13:1 represent a sample of a script of a candidate with good responses'.

Extract 13:1

13	Health.	
	Air pollution lead to extinction of biodiversity. Harmful air or gases provide hardship for perpetuation of life of some organisms. example bacteria who live in air	
	Migration. This is due to the fact that when air pollution occurs peoples life tends to be endangered or threaten hence people tend to migrate to area with safe air	
	Unpleasant smells. Air pollution make air have bad smell that tend to develop physical and psychological disturbance to human beings.	
	Generally, Air pollution in Tanzania can be managed by adopting the following measures; Treating industrial liquid waste, allocation of industry far from settlement areas, use of toilets and developing good technology.	

Extract 13:1 shows a sample of a response from a script of a candidate who performed well in this question.

The candidates who scored from 6 to10 marks had insufficient knowledge of the subject matter. This was revealed in their responses which had several weaknesses. For example, some of the candidates wrote a few correct points than the required ones, while others mixed up correct and incorrect responses one of the weaknesses identified in their answers was the inadequate clarification of their points. Those shortcomings led them into scoring moderate marks.

The candidates who scored 0 to 5.5 marks in this question had inadequate knowledge of the subject matter as most candidates' responses diverged from the requirements of the question. They provided answers which did not address the causes of common air pollution in Tanzania. Instead they presented consequences.

Such incorrect responses from one candidate wrote; *"industrialization, increase of science and technology, poor waste disposal, poor government*

policy and increasing number of animals". Others mixed up correct and incorrect responses as depicted in extract 13:2.

Extract 13:2

13	Consequences of common air pollution in Tanzania.
	Air pollution refers to the introduction of harmful to the air. Air can be polluted due to the more emission of gases from industries, burning of trees. The following are the effect of air pollution or consequences of common air pollution:
	Introduction of diseases, when air polluted can cause different diseases, because in polluted air, there are some of bacteria which may lead to the disease and thus if are not treated can cause death to people.
	Greenhouse effect, due to the emission of gaseous from industries or any plants can led to the green house effect which cause global global warming and also global warming lead to the ozon layer depression.

13. Air pollution also cause and acidic rain, due to the different gaseous in the earth's surface it can lead to the production of acidic rain which affect the land in Tanzania.

Unfertile land, due to acidic rain the land become unsupportive to of agriculture because rain cause death of different species which normally help to land fertility. In Tanzania the common air pollution cause the destruction of land fertility.

Lack of food, Due to the emission of different gaseous which cause rain acid Tanzania lack food because of unfertility land which do not support plant to grow and this lead to the lack of food.

Death of people due to lack of food, also air pollution have many effect like It cause death due to lack of food and poo part.

Therefore, Tanzania should provide education to people in order to overcome the problem of air pollution which cause many negative effect with no possitive effect.

Extract 13:2 represent a sample of a script of a candidate with poor responses.

2.2 SECTION C: PEDAGOGY CONTENTS

2.2.1 Question 14: Preparation for Teaching and Learning Geography

The question demanded the candidates to describe the reasons for preparing a lesson plan.

The question was attempted by 339 candidates which was 95.8 percent of all the candidates. The question was the most opted for in the optional questions. The performance was good as 100 percent of the candidates scored above 40 percent. There were no candidates who scored below average in this question. Therefore, the general performance in this question was also good.

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According to the analysis of the performance of the candidates, 38.3 percent of the candidates scored from 6 to 10 marks and 61.7 percent scored from 11 to 15 marks. Figure 14 illustrates the candidates' performance in question 14.
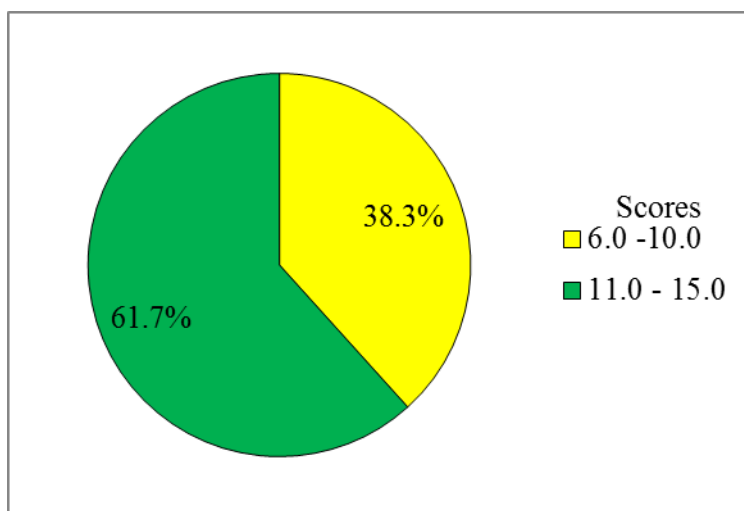
Figure 14*: Trend of the candidates' performance in question 14.*

The candidates who scored from 11 to 15 marks were able to understand the question. They revealed their competencies and greater understanding of the subject matter as they managed to explain logically and with proper descriptions the preparation and development of lesson plans. For example, just in brief one candidate explained that, "*it helps teacher to teach logically, it help teacher to manage time, to remind teacher the specific objectives and enabling teacher to evaluate and assess the subject matter and lesson plan help in preparation of effective teaching and learning resources preparation of lesson plan give the teacher prior hints on what resources to be used and methods to be used*" only few to represent. Extract 14**:**1 represents a sample of a script of a candidate with good responses.

Extract 14:1

14. Lesson plan refers to the action plan where by a teacher prepare it so as to plan how the lesson will be conducted in a class. The lesson plan is made by elements such as Name of a teacher, Number of students, General topic competence, general topic Competence Objective, specific objectives, Teaching aid, lesson development, Evaluation and Remarks. There are many reasons for preparing a lesson plan for teaching Geography subject. The following are the reasons for preparing a lesson plan on teaching Geography subject. These are:-

To help a teacher in preparing a lesson notes. A lesson plan is prepared so as to help a teacher in preparing a lesson notes. A teacher can prepare a lesson notes according to the lesson specific objective hence by preparing a lesson plan help him or her to prepare the lesson notes for teaching

To help a teacher to determine the teaching strategy and methods to use in a lesson. To prepare a lesson plan helping a teacher in determining the teaching strategy and Methods to be used in a lesson. This strategies help him or her to guide the students and to facilitate well the lesson planed. Example a teacher can guide the students on explaining the meaning of Solar energy.

To enable a teacher to prepare a lesson in systematic or sequence way. A lesson plan is prepared so as to enable a teacher in preparing the lesson in sequence

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14. way so as to enable the students to learn from simple to complex in a certain topic or subtopic. For example a geography teacher can teach a lesson about "solar system" teacher start from the concept of solar system and to the progress with other details like to identify the components in the solar system.

To enable a teacher to understand and prepare a teaching aid to be used in a lesson. To prepare a lesson plan for teaching geography subject helps a teacher to know a type of teaching aid to be used in a lesson. A teacher understand a teaching aid to use when teaching a lesson to a class like form one, form two and form three. Hence he/she prepare it and to use in a class.

To help a teacher in evaluating a lesson. To prepare a lesson plan help a teacher in evaluating the students after teaching a certain topic. A teacher can understand the strength and weakness of the students in a certain topic or subtopic taught.

To help a teacher in providing the remarks about a lesson taught. Preparing of lesson plan helps a teacher to explain his/her remarks to a certain topic taught. This can help him/her to progress with another topic or not.

Therefore. A lesson plan is very important in teaching geography subject because it helps to facilitate a lesson well and to take redial action

Extract 14:1 represents a script of a candidate with good responses.

The candidates whose scores ranged from 6 to10 marks showed a relatively good understanding of the demands and the subject matter on the question, although their responses only partially explained the objectives of a lesson plan. For Example, one candidate explained that, "*lesson plan helps teacher to build confidence, helps teacher to know the names of students and to teach outline of the subject*" while some candidates managed to outline a few correct points without giving example, and others mixed relevant and irrelevant points characterized with incompetency in English proficiency.

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2.2.2 Question 15: Geography Teaching and learning Support Resources.

This question required the candidates to give reasons on "why geography rooms in Secondary schools and Colleges in Tanzania are not alive?"

The question was the least opted for by the candidates as only 62 (17.5%) of the candidates attempted it. The analysis show that, the performance of the candidates who attempted it was good because 97.7% scored above 40% whereby, 1.6 percent of the candidates scored from 0 to 5.5 marks, 30.7 percent scored from 6 to 10 marks and 67.7 percent scored from 11 to 15 marks. Figure 15 illustrates the candidates' performance in question 15.
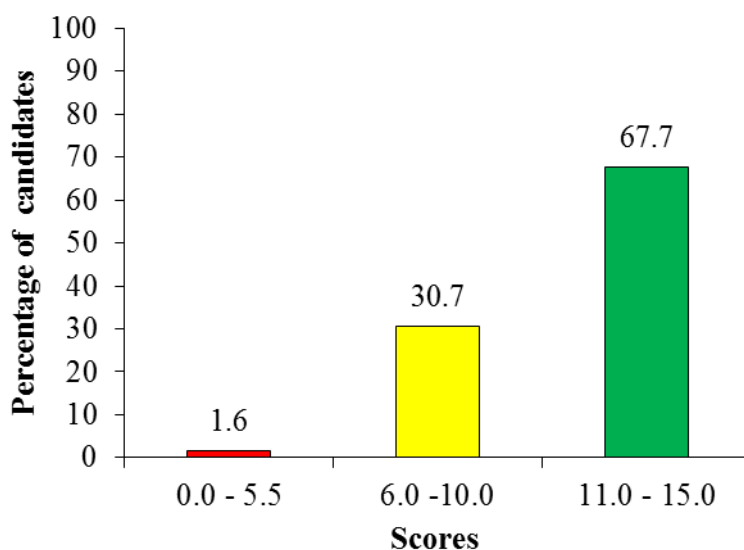
Figure 15: *Trend of the candidates' performance in question 15.*

The responses of the candidates who scored from 11 to 15 marks revealed that their understanding of the subject matter was good as they answered this question relatively well. The candidates managed to provide relevant points to justify why geography rooms in secondary schools and colleges in Tanzania are not alive. One candidate responses are; "*poor management and maintenance of geography room equipments, most of the equipments in Geography rooms are destroyed and miss handled for example if u visit colleges and secondary school you will find Geography equipments are outside the Geography room ,misplaced or used for other purpose; poor skill on how to use geography room and insufficient capital for buying geographical equipments; Shortage of apparatus, most of the Geography room in both secondary schools and colleges lack apparatus and some of*

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them have outdated ". Extract 15:1 represent a sample of a script of a candidate with a good response.

Extract 15:1

15: Geography room is a special room prepared for keeping geography teaching and learning resources and for carrying geography practical studies. This room contain different required resources for teaching and learning geography. These rooms in schools especially Secondary schools and college are more useful for making learner to be active, creative and curious, but most of geography rooms in secondary schools and Colleges in Tanzania are not alive due to the following reasons;

Poor maintanance and storing of geography room equipments. Those Jequipments found in geography room should be stored carefully and having regular maintanence inorder to have long life. The existance of the materials in geography room that is alive of the geography room. Therefore, most of secondary schools and Colleges have poor maintanance and an storing systems of equipments and resources.

Destruction of aparatus found in geography room. Careless of both teachers and students who teach and who learn geography contributed much for most geography rooms not to be alive. Equipments are there but management of those equipments is poor hence equipments are destructed by the users.

Financial problem for repairing those destructed resources and equipments and failure to replace with new ones if neccessary to be replaced. Many secondary schools and colleges suffer from financial problem hence it became difficult to maintain the alive of geography room.

Thieft of geography resourcess and apparatu found in geography room. There are other equipments and materials found in geography room that other people are looking for even users of those equipment. Due to its potentiality students and other people still heal those equipments from geography room, and because no money to replace other equipments, the geography room fails to alive.

Poor suportive infrastructures such as shelfs and other storage facilities that will help the whole process of keeping and storing the geography resources safe for long time not being destructed by harmful agents like rodents such as rates, mouse and other things like wet, dust scrub and fungus.

Poor skills on how to use geography room by both teacher and students. Teachers and students have no enough skills on how to use that special room for longer serviv alive therefore it is used very raft raphly a thing that contribut geography room not to alive.

For the survival of geography room education to both teachers and students should education on how to use must be provided and systems for using geography room should be suportive for it att alive.

Extract 15:1 represent a sample of a script of a candidate with a good response.

The candidates who scored from 6 to10 marks had inadequate knowledge on the subject matter. They failed to focus on the demands of the question and therefore failed to exhaust the required number of points. Moreover some of the candidates provided partial explanations due to poor English proficiency they failed to write an introduction and conclusion.

2.2.3 Question 16: Geography Discipline

This question demanded the candidates to explain reasons for teaching geography in secondary school and teacher's colleges. This question was among the question which was opted by many candidates where by 307 (86.7%) candidates opted the question of which 0.2 percent of the candidates scored from 0 to 5.5 marks, 60.9.percent scored from 6 to 10 marks and 37.1 percent scored from 11 to 15 marks. Figure 16 illustrates the candidates' performance in question 16.
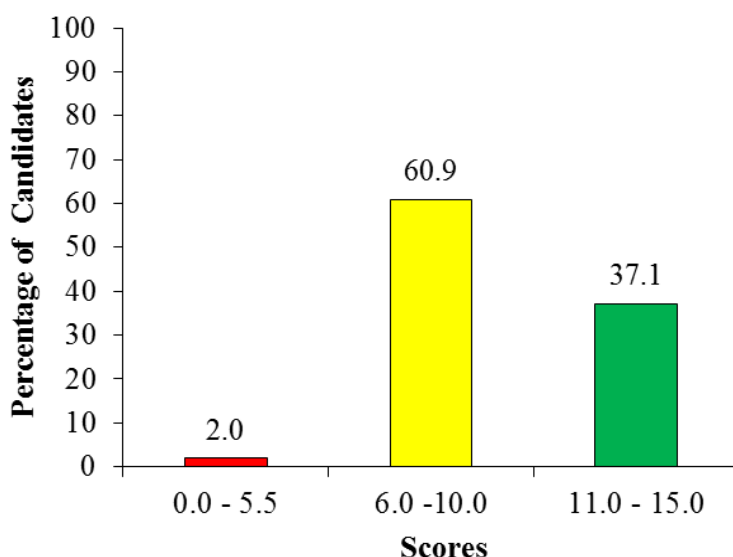

Figure 16: *Trend of the candidates' performance in question 16.*

The candidates who scored 11-15 marks had a good knowledge of the subject matter. They were able to understand the demands of the question. Their responses which were characterized by detailed explanations and well arranged flow of ideas. They followed the writing procedures as they managed to provide relevant introductions, main body and conclusion. The following are among the correct responses presented by one of the candidate expressing the reasons of teaching Geography in secondary schools and teachers colleges , "*to help leaner to be aware with their environment , to understand human activities, to help learners to develop skills and knowledge of observation, measuring, recording and interpreting geographical phenomena, to develop the awareness on the resources available on their land that can be used to improve the living standard, enable students to identify different activities that can be done on the environment such as Mining, Forestry and Agriculture just to mention few"*. However, the

differences in their ability to organize, clarify the responses with relevant examples resulted into different scores. Extract 16:1 is a sample of a script of a candidate with good responses.

Extract 16:1

16	Geography is a word which comes from two Greek words ie Geo- means the earth and Graphia means to describe, to draw or to explain, therefore geography is a word which describes the earth. Or Geography is a science which describes the earths features surrounding environment in relation to human activities. There are two major branches of geography namely physical geography and human geography. Physical geography deals with physical features or land forms, their processes, origins and distribution and formation while human geography deals with human activities which takes place on the earths surface such as agriculture, mining, lumbering transportation. etc The following are reasons for teaching geography in Secondary schools and Teachers colleges. To understand the earth, knowlodge of geography for both students and teachers enable them to understand well about the earth as the planet in which human beings live. Understanding its Origen, Structure and other physical features on the earths	

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16 Surfaces. Through teaching geography people understand space, location, distribution, interaction of different things on the earths.

Understand environment, geography is the only subject that enable the learner to understand the environment so as to be able to master it. So students in secondary schools and student teachers in Teachers College enable them to be equipped with knowledge and skills of geography in order to enable them to master their environment such as conserving and protect it to sustain life.

To understand human activities, different economic activities take place on the earth such as mining, fishing, lumbering, farming etc. Geography enable learners in schools and college to understand the human activities take place on the earths surface and their relation to the earths.

To understand the world in general, knowledge and skills obtain in teaching and learning geography enable learner to explore the world through lessons provided in geography, it enable to know the economic activities taking place in other areas of the world, to know the problems taking place in other parts of the world

6.	such as population, desasters like desots, floods earth quake etc. All these are studied through teaching and learning geo Graphy.	
	Enables to solve different problems thro ugh teaching and learning geography equips students in secondary schools and college the knowledge, competence of solving different problems that occur on the earths surface such as pollution, erosion, flooding, droughts etc. For exam ple they are able to learn environme ntal management and disaster man agement where they know different methods and technique to manage disaster,	
	Profession, teaching and learning geography in schools and colleges enable some people become proffessional in the field of engineering, teachers, meteorologist, agricultural officers, etc who have been acknowledge in the world as proffesion als due to studying geography subject. So teaching and learning geography make us to have professionals.	
	In general, teaching geography is essential because it makes us to understand the world in general because geography is a multidisciplinary subject.	

Extract 16:1 represents a sample of a script of a candidate with good responses.

The candidates who scored from 6 to 10 marks exhibited average knowledge of the subject matter. Their responses differed from one candidate to another due to inadequate knowledge; their responses were characterized by partial explanations and repetitions of points, provision of a few points and a mix of correct and incorrect points. Examples of the candidates' responses such as, *"to help learners to know the boundary of our country", "to know social problems", "to prepare people who will be*

active to discover mineral", "to help leaner to know how to lead ships, aero plane and to get skills in construction activities".

Furthermore, there were only five candidates who scored from 0 to 5.5 marks in this question. Their knowledge on the subject matter was very limited. They outlined just a few correct points contrary to the requirements of the question. They failed to write the introduction, and conclusion.

2.0   PERFORMANCE OF CANDIDATES' IN EACH TOPIC

The analysis of the candidates performance in DSEE 2018, in each topic show that, topics of *'Preparation for Teaching and Learning Geography and Geography Teaching and Learning Support Resources* had good performance whereby 100 percent of the candidates scored above average (35 %). Likewise questions from the following topics; "*Environmental Problems and Issues, Principles of Teaching and Learning geography, Population and Development, Human Occupations and Economics and Geography Discipline* also had good performance as the candidates' performance range from 88.4 97 to 100 percent above the average. Questions from "*Map Reading and Photography Interpretation Physical Resource* were performed averagely as only 56 and 43.2 percent of all the candidates scored above average.

3.0   CONCLUSION

From the analysis of each question, it is evident that the general performance of the Diploma in Secondary Education Examination was good. The analysis shows that the following questions 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15 and 16 were well attempted by the candidates as they scored above average (35). This was attributed by the ability of the candidates to identify the demands of the questions and a clear understanding about the subject matter.

However, it has been noted that their variation of the marks was due to their in ability to present the responses using the English language, providing irrelevant examples and misunderstanding of the concepts of the questions.

On the other hand the analysis of the candidates performance show that, questions 6, 7 and 8 were not fairly attempted as most of the candidates scored below average. This was attributed to a number of factors which

include lack of knowledge of the concepts, misinterpretation of the questions, inability to express themselves in the English language and poor transfer of knowledge.

4.0   RECOMMEMDATIONS

Basing on the observations made through the candidates' Items Response Analysis Report, in order to improve the performance of the candidates in this subject the examiners suggested the following;

(a)   Tutors should make sure that all topics are well covered and complemented with diverse exercises so as to enable candidates to practice the learnt knowledge in the Geography syllabus.

(b)   Tutors should encourage teachers trainees to read various resources; such as books, journals, pamphlets and Internet online books in order to raise knowledge of different academic related question on physical geography topics taught in Geography subject.

(c)   Tutors are advised to provide relevant techniques to student-teachers on how they can approach examination questions. Specific attention should focus how to read and understand the demand of the question so that they provide related answers.

The Performance of Candidates Topic Wise

S/N	Topics	Question Number.	Percentage Pass (%) Per Question	Percentage Of Candidates Who Scored Above Average	Remark
1	Preparation for teaching and learning Geography	14	100	100	Good
2	Geography Teaching and Learning Support Resource	15	84	98.4	Good
3	Environmental Problems and Issues	13	98	95.6	Good
4	Principle of Teaching and Learning Geography	4	81.1	88.8	Good
		9	96.6		
5	Population and Development	1	84.4	84.4	Good
6	Human Occupation and Economics	2	99.7	96.9	Good
		3	92.1		
		11	100		
		12	95.9		
7	Geography Discipline	5	71.8	74.5	Good
		7	53.7		
		16	98		
8	Map Reading and Photography Interpretation	8	26	56.8	Average
		10	87.6		
	Physical Resource	6	43.2	43.2	Average