CANDIDATES’ ITEM RESPONSE ANALYSIS REPORT FOR THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2019

713 GEOGRAPHY
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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the analytical report on the performance of candidates for items in Geography subject examination which was held in May, 2019 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 aims at evaluating the learning achievements of the teacher trainees in the two years of Diploma in Education studies.

The Diploma in Secondary Education Examination 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 or unable to offer to the students in their two years of Diploma in Secondary Education.

In this report, factors which contributed to the success to answer question correctly and factors for the failure of the candidates to provide correct answers have been analysed. The analysis shows that the candidates with higher scores provided appropriate responses. They were able to understood the demand of the questions, they had basic knowledge of the subject matter, good command of English Language and essay writing skills. However, the candidates with lower scores portrayed contrary behaviours 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 the future examinations administered by the Council.

Finally, the Council is grateful to all stakeholders who provided valuable assistance in the preparation of this report.

Dr. Charles E. Msonde;
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) 2019 in the Geography paper which covered the 2009 syllabus.

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

The report aims at giving feedback to the educational stakeholders on the performance of the candidates on each question by showing what candidates were required to do and indicates strengths and weaknesses in the responses. The performance of the candidates is categorised into three main groups according to the percentage of the total marks they are able to attain, namely poor (0-39), average (40-69) and good (70-100). These categories of performance are indicated using special colours. The green colour indicating good performance, yellow indicating average performance and red one indicating poor performance.

The report is presented by indicating the tasks of each question and the analysis of the candidates’ good, average and poor responses. The samples of the candidates’ answers are attached to illustrate the responses. It is expected that the report will be useful to educational stakeholders and it will enable tutors, teachers and teacher trainees to improve the teaching and learning process of Geography subject.

A total of 1,253 candidates sat for the 2019 Geography paper, whereby 1,252 (99.92%) of the candidates passed the examination. Generally, the performance in 2019 was good.
2.0 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 (a) Define population growth and (b) Explain why population growth was an asset by giving three points.

This question was attempted by 1,253 (100%) candidates, out of whom 480 (38.3%) candidates scored from 0 to 1.5 marks of which 19 (1.5%) scored 0 mark, 366 (29.2%) scored from 2 to 2.5 marks and 407 (32.5%) scored from 3 to 4 marks. The performance of candidates in this question was average since 773 (61.7%) of the candidates scored from 2 to 4 marks. Figure 1 is a summary of the candidates’ performance in question 1.

The candidates who scored from 3 to 4 marks had adequate knowledge of Population and Development, especially on the impacts of population dynamics on the country’s development and they were able to understand the demand of the question. For example, in part (a) most of the candidates were able to provide correct meaning of population growth and in part (b) the candidates managed to explain briefly with examples how population growth is an asset due to the following reasons; 

- Source of labour which increase supply of labour which can be used as an input in economic production, 
- Source of market-High population provides a market for
produced goods and services because population needs to consume various agricultural as well as industrial goods, and social capital which play as a security and collateral for other economic gains. For example, one of the candidates managed to provide correct meaning of population growth, such as; “the increasing number of people in clearly defined geographical area. For example, according to 2002 census, Tanzania population grew up to 45 million”. The candidate also managed to provide reasons to why population growth is an asset as; “It is a source of labour example in agriculture or mining, it is the source of market and it leads to the development of social activities” example if there are many people in an area can be a source of market for industrial or agricultural products. Extract 1.1 shows a sample of a good response from one of the candidates.

Extract 1.1 A sample of candidate’s good response
In extract 1.1 the candidate provided correct responses in parts (a) and (b).

The candidates who scored from 2 to 2.5 marks (29.2%) provided incomplete responses to some parts of the question. This demonstrated that they had limited knowledge of the concept of population. Furthermore, there were some candidates who were able to give less number of correct points on why population growth is an asset but they failed to give examples to support their points. Therefore, their scores ranges were determined by the clarity of their responses.

Besides the average performance of the candidates in this question, 38.3 percent of candidates performed poorly as their scores ranged from 0 to 1.5 marks. Some of the candidates failed to meet the demand of the question in both parts while others answered all parts partially. In part (a) some of the candidates were able to give a correct definition of population growth but failed to provide reasons as to why population growth is said to be an asset in part (b). Extract 1.2 is an example of a poor response.

<table>
<thead>
<tr>
<th>1.</th>
<th>a) population growth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The number of people, animals and trees in a certain geographical area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>b) It is an asset due to interaction of people from different place and environmental factors such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Mortality rate.</td>
</tr>
<tr>
<td>ii.</td>
<td>Birth rate.</td>
</tr>
<tr>
<td>iii.</td>
<td>Migration.</td>
</tr>
</tbody>
</table>

Extract 1.2 A sample of candidate’s incorrect response

In extract 1.2 the candidate misconceived the demand of the question. In part (a) the candidate provided the definition of population instead of population growth and in part (b) he/she mentioned factors for population dynamics instead of factors for population growth as an asset.

### 2.1.2 Question 2: Human Occupations and Economic Development

The question tested the knowledge of candidates on the characteristics of different types of agriculture. The candidates were required to outline four characteristics of small scale agriculture.
This question was attempted by 100 percent of all the candidates, out of who 21 candidates (1.7%) scored from 0 to 1.5 marks of whom 14 candidates (1.1%) scored 0 mark, 29 candidates (2.3%) scored from 2 to 2.5 marks and 1,203 candidates (96%) scored from 3 to 4 marks. The general performance of the candidates in this question was good, as 1,232 (98.3%) of all the candidates scored above average marks. Figure 2 presents the candidates' performance in question 2.

![Figure 2: Percentage of the Candidates’ Performance in Question 2](image)

The analysis of the candidates’ responses indicates that candidates who scored high marks (3 to 4) understood the demand of the question and had adequate knowledge of the subject matter as they managed to outline the characteristics of small scale agriculture correctly. The good performance of the candidates in this question was possibly due to the fact that most of the candidates are familiar with the subsistence small scale agriculture practiced by Tanzanians in rural societies, hence they were able to apply the knowledge in answering the question. The candidates’ correct responses were: *It takes place on a small piece of land, it involves the production of food crops, it involves the use traditional tools, and it involves the family members as labour in farming*. Extract 2:1 is a sample of a good response.
In extract 2.1 the candidate outline four characteristics of small scale agriculture correctly.

The analysis from the scripts of the candidates who scored from 2 to 2.5 marks reveals that most of them had partial knowledge on characteristics of small scale agriculture. Some of the candidates put together correct and incorrect points while others mentioned few points correctly. Generally, the variation of the candidates’ scores depended on the number of correct points provided and the clarity of the points outlined.

Further analysis indicated that, among the 21(1.7%) candidates who scored from 0 to 1.5 marks, some had limited knowledge on the characteristics of small scale agriculture while others failed to understand the demand of the question. For example, some of the candidates managed to outline few correct characteristics of small scale agriculture, while others outlined the characteristics of large scale agriculture. However, 14(1.1%) of candidates
failed to score any mark in this question as they failed to meet the demand of the question. This is an indication of the lack of knowledge of the characteristics of small scale agriculture. Extract 2.2 shows a sample of the response from the candidate who misconceived the question.

Extract 2:2 A sample of candidate’s incorrect response

In extract 2.2 the candidate outlined characteristics of large scale agriculture instead of the characteristics of small scale agriculture.

2.1.3 Question 3: Human Occupations and Economic Development
This question instructed the candidates to give four disadvantages of nomadic pastoralism. The question tested the candidates’ knowledge about the disadvantages of nomadic pastoralism.

Data analysis shows that this question was attempted by all the candidates (1,253), of whom 55 (4.3%) candidates scored from 0 to 1.5 marks, 36 (2.9%) candidates scored 0 mark, and 121 (9.7%) candidates scored from 2 to 2.5 marks and the majority of candidates (86%) scored 3 to 4 marks. The general performance of the candidates in this question was good as 95.7 percent of all the candidates scored above average. The performance is summarised in Figure 3.
The candidates who scored high marks (3 to 4) had adequate knowledge about different types of pastoralism particularly on the disadvantages of nomadic pastoralism. Most of the candidates in this category were able to give required number of points as instructed. They also demonstrated a good mastery of English Language, which enabled them to present their points. The correct responses given by the candidates were such as: *animals give poor production*; *many animals die due to lack of control of pest and diseases*; *emergency of conflicts as they may meet other pastoralists and fight for pastures or other land users like farmers*; *it cannot take place in populated areas*; *lead to soil degradation*. Variations in the candidates’ scores were determined by the clarity of their answers for each point given. Extract 3.1 is a sample of a good response.

<table>
<thead>
<tr>
<th>3. Four disadvantages of nomadic pastoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. it faced with diseases like small pox</td>
</tr>
<tr>
<td>3.2. it encourage conflict between pastoral and farmers owners</td>
</tr>
<tr>
<td>3.3. it lead to environmental degradation like bush fire</td>
</tr>
</tbody>
</table>

Extract 3: A sample of candidate’s good response

In extract 3.1 the candidate managed to give four disadvantages of nomadic pastoralism.
On the other hand, the 121 (9.7%) candidates who scored average marks (2 to 2.5) had insufficient knowledge of the subject matter as their responses had several weaknesses. For example, some managed to give few correct points, while others mixed up correct and incorrect points. Moreover, some of the candidates gave partial explanations while others responded with few correct points many of these candidates could not express themselves clearly due to poor English language. The degree of correctness of the candidates' responses differed, thus some of them scored higher marks than others.

Further analysis indicates that the candidates who scored from 0 to 1.5 marks had insufficient knowledge about the disadvantages of nomadic pastoralism. Some of the candidates explained on the problems facing nomadic pastoralism while others mixed advantages and disadvantages of it instead of giving correct disadvantages of nomadic pastoralism. For example, one of the candidates provided problems facing nomadic pastoralism instead of disadvantages of nomadic pastoralism such as: “Poor social service, and "poor government policy", "lack of capital" and "poor marketing". Another reason for the poor performance was candidates’ failure to understand the requirement of the question as they responded contrary to the demands of the question, as Extract 3.2 illustrates.

![Extract 3.2](image)

Extract 3.2 A sample of candidate’s incorrect response

In extract 3.2 the candidate mentioned problems facing pastoralism instead of the advantages of nomadic pastoralism.

2.1.4 Question 4: Preparation for Teaching and Learning Geography
The question required the candidates to give description of the two concepts as used in teaching and learning Geography subject; (a) Subject logbook and (b) Teaching Aid. The question tested the candidates’ skills in Preparation for Teaching and Learning Geography.

The question was attempted by 100 percent of all candidates. The analysis shows that 765 (60.4%) candidates scored from 0 to 1.5 marks, of whom 8 (0.6%) candidates scored 0 mark, 343 (27.4%) candidates scored from 2 to
2.5 marks and 153 (12.2%) candidates scored from 3 to 4 marks. The general performance of the candidates in this question was average, as 39.6 percent of candidates scored above 40 percent. Figure 4 summarises the performance of the candidates in question 4.

Figure 4: Percentage of the Candidate’ Performance in Question 4

Majority of the candidates (60.4%) who performed poorly in this question scored from 0 to 1.5 marks. The analysis from candidates’ scripts showed that, the candidates had limited knowledge of Subject logbook and Teaching Aid as the concepts used in preparations for teaching and learning Geography. Some of the candidates showed inadequate knowledge of the concepts while others misconceived the demand of the question as they were unable to answer correctly most parts of the question. For example, in part (a), some of the candidates mixed up the correct and incorrect answers while others misconceived the term subject log book and teaching aid with other concepts used in Preparations for Teaching and Learning Geography. For example, one of the candidates described scheme of work instead of log book, as: a plan of teaching and learning activities to be covered in a certain period of time. Another candidate described lesson plan instead of teaching aid as: a plan for teaching and learning prepared by the teacher in order to be used by the teacher in classroom.

Further analysis shows that, some of the candidates managed to provide correct response to only one part while others left the question unanswered. For example, in answering item (i), one of the candidates described a logbook, as “the book which used by subject teacher to record the topics which have covered and topic which have not covered” and in answering
part (b) he/she described Teaching aid as: a teacher teaching book. Furthermore, the candidates who scored a 0 mark showed inadequate knowledge of the subject matter, while others misconceived the demand of the question. In addition most of the candidates in this category had poor English Language skills. Extract 4.1 depicts a sample of a poor response on this question.

<table>
<thead>
<tr>
<th>41.</th>
<th>Subject Logbook: This is the book which used the teacher to show the topic to help the student. School or teacher to take the material in the library, book, etc. Teaching and learning process of the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extract 4.1 is a sample of candidate’s good response

In extract 4.1 the candidate failed to describe the concepts Subject logbook and Teaching aid as used in Geography.

The candidates who performed averagely (2 to 2.5 marks) had partial understanding of concepts used in preparation for teaching and learning Geography, especially the concepts “subject log book” and “Teaching aid”. Consequently, some of the candidates misconceived the term subject log book and teaching aid while others mixed up the idea contrary to the demand of the questions. For example, one of the candidates described lesson plan instead of Subject logbook.

Few candidates (12.2%) who scored high marks (3 to 4 marks) were able to answer all parts correctly. Most of the candidates were able to describe the concepts tested. For example, the correct descriptions provided by the candidates were such as: Subject Log Book: This is the book that is used to show the covered topic and sub-topic during teaching and learning process. Teaching Aid: This refers to the material that used to facilitate knowledge and skills during teaching and learning process. This can be created, borrowed, collected and purchase to support learning. In general, the differences in accuracy of their responses rendered to their marks variations. Extract 4.2 is a sample of a good response from one of the candidates.
Extract 4:2 A sample of candidate’s incorrect response

In extract 4.2 the candidate managed to describe subject log book and teaching aid as used in teaching and learning of Geography subject.

2.1.5 Question 5: Teaching and Learning Geography Selected Topics
The question required the candidates to identify four factors to consider when choosing a teaching method for teaching practical Geography. The question tested candidates’ knowledge of teaching and learning Geography selected topics.
This question was attempted by 1,253 (100%) candidates, of whom 49 (3.9%) candidates scored from 0 to 1.5 marks of whom 20 (1.6%) candidates scored 0 mark, 94 (7.5%) scored from 2 to 2.5 marks and 1,110 (88.6%) candidates scored from 3 to 4 marks. The performance in this question was good as 96.1 percent of all the candidates scored 2 and above marks e out of the 4 allotted marks in this question. The performance is summarized in Figure 5.

![Figure 5: Percentage of the Candidates’ Performance in Question 5](chart)

The analysis of the candidates’ responses shows that candidates who scored higher marks (3 to 4) understood the demand of the question and had adequate knowledge of factors to consider when choosing a teaching method for teaching practical Geography probably was performed well by candidates due to the fact that teaching of Practical Geography involves learning by doing (practical works) such as skills on drawing, measuring and calculating which helps to enhance memories of the candidates. Most of the candidates were able to identify four factors to consider when choosing a teaching method for teaching practical Geography. For example, one of the candidates provided correct responses such as: the level of the learner; The technique for teaching form one vary from those of teaching form three; Class size: Some classes are too large while others are small; Available resources or facilities e.g. books, equipment, maps and photographs; The nature of the matter or subject content to be taught; The
nature of the students a teacher is going to teach may influence the choice of the teaching techniques; Competence of the teacher to choose and use the teaching method. Extract 5.1 present a sample of relatively correct responses.

Extract 5:1 A sample of candidate’s good response

In extract 5.1 the candidate managed to identify factors to be considered when choosing a teaching method for teaching practical Geography.

The analysis of the candidates’ responses indicates that most of the candidates with average performance (7.8%) in this question failed to exhaust fully the required points. This revealed that they had inadequate knowledge of the factors to consider when choosing the teaching method for teaching practical Geography. Some of the candidates mentioned the correct points while others identified few correct points as required with partial explanations. Further analysis shows that some of the candidates mixed up correct and incorrect points while others provided repetition of the points. For example, one of the candidates presented some points in repetition such as: size of the class and the number of students in the class as separate points while they are the same.
On the other hand, some of the candidates who scored from 0 to 1.5 marks had inadequate knowledge of the subject matter, while others did not understand the demand of the question. For example, one of the candidates mentioned teaching techniques such as “participatory method, discussion method, observation method and inquiry method” instead of identifying factors to consider when choosing the teaching method for teaching practical Geography. Extract 5.2 is a sample of such responses.

| a) Participatory approach |
| b) Inquiring approach |
| c) Observation method |
| d) Discussion approach |

Extract 5:2 A sample of candidate’s incorrect response

In extract 5.2 the candidate mentioned teaching approaches and a method for data collection instead of identifying the factors to be considered when choosing the teaching method for teaching practical Geography.

2.1.6 Question 6: Physical Resources

The question instructed the candidates to describe four factors influencing the formation of soil. The question tested candidates’ skills in physical resources.

Data analysis shows that, this question was attempted by all the candidates (100%), of whom 146 (11.7%) scored from 0 to 1.5 marks of whom 50 (4.0%) scored 0 mark, 369 (34.7%) scored from 2 to 2.5 marks and 738 (53.6%) scored higher marks from 3 to 4. The performance in this question was good, as 88.3 percent of all the candidates scored 2 marks and above out of 4 marks. Figure 6 summarizes the candidate’s performance in this question.
Figure 6: Percentage of the Candidates’ Performance in Question 6

The analysis indicates that most of the candidates who scored from 3 to 4 marks (58.9%) were able to answer this question correctly by describing correct factors influencing soil formation. The candidates provided clear descriptions of the four factors influencing the formation of soil, such as (i) Climate: the significant variables for the formation of soil includes: precipitation, temperature and evaporation; (ii) Living organism: such as vegetation-organic content of soil comes from vegetation especially the organic colloidal materials; (iii) Nature of the parent material or rocks- the hardness and the softness of the rocks facilitate the soil formation; (iv) Relief or topography-means the steeper the slope the easier the soil is eroded and the gentle the slope the difficult the soil formation becomes; (v) Time-all factors and soils are subjected to alteration with time” Extract 6:1 shows a sample of a response from the candidate who managed describe four factors influencing the formation of soil correctly.
In extract 6.1 the candidate managed to describe the four factors influencing soil formation correctly.

Moreover, the candidates who scored from 2 to 2.5 marks had insufficient knowledge of the subject matter. Their descriptions had partial descriptions.
of the factors influencing the formation of soil. Some of the candidates provided correct responses to only two or three items out of four, while others just outlined the points without providing descriptions.

Further analysis indicates that some of the candidates who scored 0 to 1.5 marks had inadequate knowledge of the subject matter while others misconceived the demand of the question. Consequently some of them provided wrong descriptions on the factors which influence the formation of soil while others mentioned correct factors without any descriptions. For example, one of the candidates responses were such as "Climate, Parent material, living organism, relief or topography, and time". Other candidates provided wrong description of the question. Extract 6.2 is a sample of response from a candidate who misconceived the demand of the question.

<table>
<thead>
<tr>
<th>Extract 6:2 A sample of candidate’s incorrect response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Soil colour</td>
</tr>
<tr>
<td>(ii) Soil texture</td>
</tr>
<tr>
<td>(iii) Soil PH</td>
</tr>
<tr>
<td>(iv) Soil structure</td>
</tr>
</tbody>
</table>

In extract 6.2 the candidate mentioned properties of soil instead of describing the factors influencing soil formation.

2.1.7 Question 7: Geomorphic Processes
The question instructed the candidates to explain four impacts of vulcanicity. It tested candidates’ ability to assess consequences of geomorphic process.

This question was attempted by 1,253(100%) candidates, out of whom 125 (10.0%) candidates scored from 0 to 1.5 marks of whom 17 (1.4%) candidates scored 0 mark, 356 (28.4%) scored from 2 to 2.5 marks and 772 (61.6%) scored from 3 to 4 marks. The performance of the candidates was good, since 1,128 (90%) of the candidates scored from 2 to 4 marks. Figure 7 summarises the candidates’ performance in question 7.
The candidates who scored from 3 to 4 marks had adequate knowledge of the consequences of geomorphic processes especially on the impacts of vulcanicity. These candidates managed to explain four impacts of vulcanicity. The impacts include the formation of precious stones like diamond through metamorphism of igneous rock, vulcanicity provides source of power like geothermal especially where there are geysers, it lead to the formation of hot springs which may become a tourism centre. Moreover, volcanoes lead to the formation of fertile soil, vulcanicity leads to creation of volcanic landscapes like beautiful mountains and valley which can be used as tourism attractions. Negative impacts of volcanism include; death of living organisms, destruction of properties, environmental pollution and migration of the people and animals. Furthermore, these candidates managed to explain the impacts in English Language. Extract 7.1 is a sample of response from a script of a candidate with high marks.
In extract 7.1 the candidate managed to explain the impacts of vulcanicity.

Furthermore, the candidates who scored from 2 to 2.5 marks had insufficient knowledge of impacts of vulcanicity. The candidates understood the demand of the question but failed to provide all the correct responses. In addition, there were some candidates who mixed correct and incorrect points while others explained only few correct points.

Besides the average performance of the candidates in this question, 10 percent performed poorly as their scores ranged from 0 to 1.5 marks. Some of these candidates had limited knowledge of the impact of vulcanicity while others misconceived the demand of the question. Moreover, some of the candidates mixed relevant and irrelevant responses while others wrote the question but they did not answer it. For example, one of the candidates wrote; ‘mass wasting, soil erosion, leaching and weathering, disintegration of large particles into small particles’. This shows that the candidate misconceived the demand of the question demand. Extract 7.2 shows a sample of poor response from one of the candidates who scored low marks.
In extract 7.2 the candidate mentioned irrelevant concepts instead of explaining the impacts of vulcanicity.

2.1.8 Question 8: Geomorphic Processes

This question was set from the topic of “Geomorphic processes”. The question required candidates to outline four factors influencing the regime of the river.

This question was attempted by all candidates (100%) whereby 303 (24.2%) candidates scored from 0 to 1.5 marks of whom 86 (6.9%) scored 0 mark, 268 (21.4%) scored from 2 to 2.5 marks and 1,963 (54.4%) scored from 3 to 4 marks. Figure 8 summarises the candidates’ performance in question 8.

![Scores Chart]

Figure 8: Percentage of the Candidates’ Performance in Question 8

Figure 8 shows that the question was performed well by the candidates as 75.8 percent of all the candidates were able to score 2 marks and above out of the 4 allotted marks in this question.
The candidates, who scored high marks from 3 to 4 marks, demonstrated adequate knowledge of geomorphic processes, particularly the factors influencing river regime. They managed to outline four factors influencing the river regime such as: climate, nature of the underlying rocks, gradient/steepness of the river basin, presence of feeder streams and the presence of vegetation covers along the river basin. The candidate’s scores in this group differed due to variation of clarity of the points outlined. Extract 8.1 illustrates responses from one of the candidate's script who performed well in this question.

<table>
<thead>
<tr>
<th>Factor Influence regime of the river</th>
<th>River regime is the process of increase and decrease of water volume in the river. It influenced by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Climate during rainfall the volume increase while in temperature volume decrease through evaporation</td>
<td></td>
</tr>
<tr>
<td>ii) tributaries input; the amount of water enters through tributaries can increase or decrease river volume.</td>
<td></td>
</tr>
<tr>
<td>iii) Human activities; practice human activities like agriculture near river decrease water volume whereas afforestation and reforestation near river increase water volume.</td>
<td></td>
</tr>
<tr>
<td>iv) Permeability and Impermeability rock; permeable rock cause water volume to be reduced while impermeable cause water to increase in river.</td>
<td></td>
</tr>
</tbody>
</table>

Extract 8:1 A sample of candidate’s good response

In extract 8:1 the candidate was able to outline factors influencing river regime correctly.

Furthermore, the candidates who scored from 2 to 2.5 marks had inadequate knowledge of the subject matter. Although they understood the demands of the question, some candidates outlined few correct points while others did not give the required number of points. Their scores varied depending on the correctness of the descriptions.
The analysis from candidates’ responses indicated that the candidates who scored from 0 to 1.5 marks, lacked knowledge of the subject matter. Moreover, some of these candidates misconceived the demand of the question while others left the question unanswered. For example, one candidate mentioned factors for development of river basin such as Availability of water supply, availability of government support, availability of transport and communication and availability of skilled labour instead of factors for river regime. Extract 8.2 represent a sample of response from a script of a candidate with low marks.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8'</td>
<td>i/ Availability of water supply,</td>
</tr>
<tr>
<td>9'</td>
<td>ii/ Availability of government support,</td>
</tr>
<tr>
<td></td>
<td>iii/ Availability of transport and communi</td>
</tr>
<tr>
<td></td>
<td>iv/ Availability of skilled labour</td>
</tr>
</tbody>
</table>

Extract 8:2 A sample of candidate’s incorrect response

In extract 8.2 the candidate mentioned factors for development of river basin scheme instead of factors for river regime.

2.1.9 Question 9: Human Occupations and Economic Development

This question required the candidates to list the short-comings of air transport. The question tested candidates’ knowledge of the different types of transport.

The question was attempted by 1,253 (100%) of all the candidates, of which 668 (53.3%) scored from 0 to 1.5 marks of whom 206 (16.4%) candidates scored 0 mark, 371 (29.6%) scored from 2 to 2.5 marks and 214 (17.1%) scored from 3 to 4 marks. Figure 9 presents the percentage of the candidates’ performance in question 9.
The candidates who scored from 3 to 4 marks demonstrated adequate knowledge of the short comings of air transport. Majority of them managed to provide satisfactory answers for all points listed. For example, the correct responses listed were such as: *usually weather conditions may affect transportation, air transport is more expensive than other forms of transport, the airports are normally built far away from town and the airport construction and as maintenance is very expensive.* The deviation of the candidates’ marks depended on the clarity of their responses. Extract 9.1 is a sample of a candidates’ good response.

```
One. It is expensive than other form of transport.

(ii) Selective not all areas that May have the air transport.

(iii) It need More skilled to labours.

(iv) When it got accident it affect large numb or of people.
```

Extract 9:1 A sample of candidate’s good response

In extract 9:1 the candidate managed to list the short comings of air transport correctly.
Further analysis shows that the candidates who scored average marks (2 to 2.5) had insufficient knowledge of air transport. For example, some of them managed to list one or two short comings contrary to the demand of the question.

The analysis of the candidates’ performance shows that the candidates (53.3%) who scored low marks (0 to 2.5) had insufficient knowledge of the shortcomings of air transport. Consequently, some of the candidates mixed up correct and incorrect shortcomings for air transport while others repeated some of their points such as: *weather condition can affect air transportation* was repeated with *heavy rain fall, clouds cover and heavy wind may affect air transportation*. For example, one of the candidates mentioned factors for development of air transport such as: *availability of capital, skilled labour power and presence of passengers* instead of listing the shortcoming of air transport. Furthermore, most of the candidates in this category provided incorrect responses with poor English language such as “*It go with time if come late after one minutes not allow to enter, if fly at upper atmosphere it does not return back due to gravitation force, if get accident*” Another candidate, responded as “*help in fertilization of plant, saves time for transportation, increase employment opportunity and source of income and government revenue*”. Extract 9.2 is a sample of a response from a candidate with a low marks.

<table>
<thead>
<tr>
<th>q. 1. Helps in fertilization of plant</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. Saves time for transportation</td>
<td></td>
</tr>
<tr>
<td>iii. Increase employment opportunity</td>
<td></td>
</tr>
<tr>
<td>iv. Source of income and government revenue</td>
<td></td>
</tr>
</tbody>
</table>

Extract 9:2 A sample of candidate’s incorrect response

In extract 9:2 the candidate mentioned advantage of wind transportation in plants fertilization and advantages of air transport instead of shortcomings of air transport.

2.1.10 Question 10: Human Occupations and Economic Development

This question required the candidates to point out four negative impacts of tourism in Tanzania.
This question was attempted by 1,253 (100%) candidates whereby 56 (4.5%) scored from 0 to 1.5 mark of whom 7 (0.7%) candidates scored 0 mark, 168 (24.2%) scored from 2 to 2.5 marks and 894 (71.3%) candidates scored from 3 to 4 marks. Generally, the candidates’ performance in this question was good since 95.5 percent of all the candidates were able to score from 2 to 4 allotted marks. The candidates’ performance in question 10 is summarized in Figure 10.

![Figure 10: Percentage of the Candidates’ Performance in Question 10](image)

The analysis of the candidates’ performance indicates that 71.3 percent of candidates who scored higher marks (3 to 4) had adequate knowledge on the concept of tourism. The question was performed well by the candidates possibly due to the fact that tourism activities are advertised in mass media almost every day in Tanzania. Most of the candidates managed to point out four negative impacts of tourism in Tanzania. The responses were such as: "Tourism leads to environmental degradation like deforestation, erosion and pollution; it leads to spread of diseases like HIV/AIDS due to interactions of people with different cultural values; it can lead to the destruction of the culture of the country; tourism can accelerate terrorism in the country and terrorists may come as genuine visitors ". Generally, the variation of the candidates’ scores in this category depended on the degree of relevancy and clarity of their responses. Extract 10.1 is a sample of such good responses.
Explain the movement of people from one place to another for leisure, studying and job. We have two types of human migration: planned and internal migration. Further, tourism are the negative impacts of tourism—spread of diseases like HIV and AIDS which are caused by interaction of many people especially by doing sexual intercourse. It lead to destruction of cultures of native persons, example, in Tanzania may bring come with their socio-cultural or youth imitate home; viable are sedentary. Incomes of terrorist that had already appeared in Arusha and Kilimanjaro. Therefore, these terrorists are carried by some companies, for example, this transport people and lead by considering weight of the people and lead instead of it hence noise effect. It lead to noise pollution in our environment when this trucks move provide noise which lead to noise pollution in our environment.

Generally, this type of transport has following advantages; it consume time it very are efficient.
In extract 10.1 the candidate managed to point out the negative impacts of tourism in Tanzania.

The analysis of the candidates’ responses shows that 24.2 percent of the candidates with average marks (2 to 2.5) had several weaknesses in their responses. Most of them were able to point out the negative impacts of tourism in Tanzania while others highlighted the correct points but they failed to provide correct description to some of the points.

The analysis of the candidates’ performance shows that 44.5 percent of candidates who scored low marks (0 to 1.5) were unable to attempt the question. The reason behind poor performance of the candidates in this question was insufficient knowledge on the negative impacts of tourism in Tanzania. Consequently, some of the candidates provided irrelevant answers while others misconceived the demand of the question. For example, one of the candidates pointed out the positive impacts of tourism in Tanzania instead of the negative impacts. Extract 10.2 illustrates poor responses.

<table>
<thead>
<tr>
<th>No.</th>
<th>Negative Impact of Tourism in Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase the national income</td>
</tr>
<tr>
<td>2</td>
<td>It creates the employment opportunities</td>
</tr>
<tr>
<td>3</td>
<td>It protects and conserve the environment</td>
</tr>
<tr>
<td>4</td>
<td>Increase international relationship</td>
</tr>
</tbody>
</table>

Extract 10.2 A sample of candidate’s incorrect response

In extract 10.2 the candidate pointed out the positive impacts of tourism in Tanzania instead of negative impacts.

2.2 SECTION B: ACADEMIC CONTENTS

2.2.1 Question 11: Human Occupations and Economic Development

This question instructed the candidates to examine five factors which influenced the development of manufacturing industries in South Korea. The question tested the candidates’ knowledge about factors influencing development of manufacturing industries.
Data analysis shows that this question was opted by 776 (61.9%) candidates, of whom 07 (0.9%) candidates scored from 1 to 5.5 marks of whom one candidate (0.1%) scored 0 mark, 306 (39.4%) candidates scored from 6 to 10 marks and 463 (59.7%) candidates scored from 10.5 to 15 marks. The performance in this question was average, as 39.6 percent of all the candidates scored 3 and above marks out of 15 marks. Table 1 is the summary of the candidates’ performance in this question.

Table 1: Percentage of the Candidates' performance in Question 11

<table>
<thead>
<tr>
<th>SN</th>
<th>Total no of candidates</th>
<th>Range of scores</th>
<th>Percentage of scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7</td>
<td>0-2</td>
<td>0.9</td>
</tr>
<tr>
<td>2.</td>
<td>306</td>
<td>6-10</td>
<td>39.4</td>
</tr>
<tr>
<td>3.</td>
<td>463</td>
<td>10.5-15</td>
<td>59.7</td>
</tr>
</tbody>
</table>

The candidates who scored from 10.5 to 15 marks (59.7%) were able to answer this question correctly by providing relevant introduction, main body with a conclusion. The analysis from candidates’ responses shows the candidates had adequate knowledge of the concept of manufacturing industries. The question was performed well by the candidates are possibly due to the fact that industrial activities have been announced in mass media almost every day in Tanzania. Most of the candidates were aware of manufacturing industries development initiatives in Tanzania and in the world at large, hence were able to transfer familiar knowledge of Tanzania to the factors in Korea. Furthermore, the candidates managed to examine reasons on the factors influencing the development of manufacturing industries in South Korea such as: adequate labour; availability of capital; advance technology government support; well-developed infrastructure and availability of nuclear energy. Other responses were: “plentiful availability of capital, use of advance technology, established market, improved and well established transport and communication system and raw material”. These candidates demonstrated a good mastery of English Language, which enabled them to present their points in good flow of ideas. The candidates’ responses indicate that they candidates were knowledgeable about the subject matter. Extract 11.1 is a sample of such good responses.
Extract 11:1 A sample of candidate’s good response

In extract 11.1 the candidate managed to examine reasons on the factors influencing the development of manufacturing industries in South Korea.

The candidates who scored from 6 to 10 marks had partial knowledge of the subject matter, but their responses had several weaknesses. For example, some of the candidates failed to provide correct introduction and conclusion with partial explanations of the points while others provided few points in
poor English language. The degree of correctness of the candidates' responses differed, thus some of them scored higher marks than others.

The analysis of the candidates’ performance shows that the candidates (0.9%) who scored low marks (1 to 5.5) were unable to answer correctly the question. The reason behind the candidates’ poor performance in this question was insufficient knowledge on the reasons for the factors influencing the development of manufacturing industries in South Korea. Further analysis from the candidates’ responses shows that, some of the candidates provided irrelevant introduction and they mixed up correct and incorrect answers on the reasons for factors influencing the development of manufacturing industries in South Korea with irrelevant conclusion. For example, one of the candidates’ answers were actually the problems facing manufacturing industries, for instance poor transport and communication, lack of capital, insufficient labour power, poor market and unavailability of enough raw materials instead of factors influencing the development of manufacturing industries in South Korea. Furthermore, some of candidates mentioned the points without giving explanations while others wrote the same points more than once but in different wording, for instance “availability of capital and enough capital” In real sense, availability of capital includes sufficient money for establishment of manufacturing industries. Hence poor responses led candidates to get poor scores. Extract 11.2 represents a sample of a candidate’ poor response.
In extract 11.2 the candidate had incomplete explanation about the factors influencing the development of manufacturing industries in South Korea.
2.2.2 Question 12: Physical Resources

The question required the candidates to explain five ways that can be used in combating soil erosion in Tanzania. This question tested the candidates’ knowledge of soil as a physical resource.

This question was opted by 1,081 (86.3%) of all the candidates of whom 7 (54.6%) candidates scored from 2.5 to 5.5 mark, 402 (37.2%) candidates scored from 6 to 10 marks and 672 (62.2%) candidates scored from 10.5 to 14.5 marks. The performance in this question was good, as 99.4 percent of all the candidates scored 6 and above marks out of 15 allotted marks in this question. Figure 11 summarises the performance of the candidates in this question.

![Figure 11: Trend of the Candidates’ Performance in Question 12](image)

The analysis of the candidates’ performance shows that 62.2 percent of candidates who scored high marks (10.5 to 14.5) had adequate knowledge of the concept of soil erosion, particularly on ways that can be used in combating soil erosion in Tanzania. Most of the candidates provided correct explanations because they had adequate knowledge of the topic in general and possibly due to the fact that ways of combating soil erosion are often emphasised in media in Tanzania. However, some of the candidates were not able to exhaust all the required points. Furthermore, most of the candidates from this category showed good skills in essay writings as they provided appropriate introduction, main body and a conclusion. They, for instance, explained the ways that can be used in combating soil erosion in Tanzania, and the points they provided were such as: contour fallowing, terracing, trap water so that it is gradually absorbed...
into the soil in order to deflect downwash and down cutting of slopes, strip cropping and crop rotation, afforestation and planting of shelters belts against wind erosion, destocking or controlling grazing by reducing the number of animals and discourage shifting cultivation. Given that the students had different responses, the scores differed too. Disparity of their responses led the candidates’ scores to vary. Extract 12.1 represents a sample of responses from a candidate who answered the question correctly.

Extract 12:1 A sample of candidate’s good response
In extract 12.1 the candidate provided ways that can be used in combating soil erosion in Tanzania.

Moreover, the candidates who scored from 6 to 10 marks were able to understand the demands of the question but they put together all points without categorizing in the logical flow. Also, some of the candidates just outlined the points without sufficient explanations. Others provided fewer points contrary to the demands of the question and some repeated points.

Most of the candidates (0.6%) who scored from 2.5 to 5.5 marks had insufficient knowledge of the ways that can be used in combating soil erosion in Tanzania thus, they were unable to answer the question as required. Moreover, some of the candidates did not adhere to essay writing skills due to lack of English Language proficiency. Apart from candidates who lacked knowledge of the subject matter some candidates did not understand the demand of the subject matter. One of the candidates, for example, put together ways that can be used in combating soil erosion with causes of soil erosion in Tanzania as, “overgrazing, shifting cultivation, and over cultivation”. Such misconceptions of the question led the candidate to score low marks. Extract 12.2 is a sample of a candidate’s incorrect responses.

| 12 | Soil erosion. This refers to removal of top soil due to the influence of different activities that can lead to soil to be removable due to different activities that are conducted. |
There are many types of soil in different areas that are surrounding us. Soil can be fertile, fertile, fertile, or fertile, fertile, fertile.

Overgrazing: This refers to the process of keeping animals like sheep or cattle on specific areas. This can mean the way that can help to combating soil erosion. Overgrazing means to keep few animals in specific areas so that when the grass is cut, the soil is protected. This law implemented to the government of Tanzania can lead to decrease of soil erosion.

Cutting cultivation also another way of combating soil erosion especially in Tanzania. This due to that the cultivator are support to shift cultivating agriculture to the another areas so as can may put two or three year on that area then to move another area to avoid the land gain to get erosion & to do that the land already have newly soil that can help to another agriculture.

Afforestation and reforestation; this is the process of cutting down trees and put another trees into that area. This due to that when do a afforestation and reforestation can help to gain another the fertility of the soil because you are using good why of clean lines and put another tree in that area.

To avoid to engaging in purno cutting. This also are the among the way of combating soil erosion in Tanzania due to that people of the or she support to exchanging.
In extract 12.2 the candidate mixed together causes of soil erosion and ways of combating it instead of ways that can be used in combating soil erosion in Tanzania.

2.2.3 Question 13: Population and Development

The question required the candidates to discuss the contention that the population in Tanzania is unevenly distributed. The question tested candidate’s knowledge of population distribution.

This question was opted by 650 (51.9%) of all the candidates of whom 5 (0.8%) candidates scored from 3 to 5 marks, 131 (20.1%) candidates scored from 6.5 to 10 and 514 (79.1%) candidates scored from 10.5 to 15 marks.
The performance in this question was good, as 99.2 percent of all the candidates scored from 6.5 marks and above out of 15 allotted marks in this question. Table 2 presents the performance of the candidates in this question.

**Table 2: Percentage of the Candidates' performance in Question 13**

<table>
<thead>
<tr>
<th>SN</th>
<th>Total no of candidates</th>
<th>Range of scores</th>
<th>Percentage of scores(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5</td>
<td>3-5</td>
<td>0.8</td>
</tr>
<tr>
<td>2.</td>
<td>131</td>
<td>6.5-10</td>
<td>20.1</td>
</tr>
<tr>
<td>3.</td>
<td>514</td>
<td>10.5-14</td>
<td>79.1</td>
</tr>
</tbody>
</table>

Statistical analysis shows that 514 (79.1%) who opted for this question scored high marks. The candidates had adequate knowledge of population distribution in Tanzania. Most of these candidates understood well the demand of the question and demonstrated good essay writing skills as they managed to provide appropriate introduction, main body and conclusion. These candidates were able to discuss how the population in Tanzania is unevenly distributed with vivid examples. The correct responses discussed by the candidates were climate, transport and communication; peace and security, topography/relief, edaphic factor, historical and cultural aspects and mineral and energy resources. However, some of the candidates could not manage to exhaust all the required points and others provided relevant points but failed to give correct elaborations to some of the points. This led to the variations of their scores. Extract 13.1 shows a sample of a good response from one of the candidates.
Population refers to the group of people who are residing in a certain area. Population distribution is the way the people are spread out in different areas across the boundaries. The population is unevenly distributed due to the following factors:

1. Relief and Topography: This includes the physical appearance of the landscape, the slope, steep slope, and gentle slope, as well as high and low land areas. Areas with steep slopes discourage the people to live but areas with gentle slopes attract the people to live. Areas with low land, the people are restricted to settle due to floods.

2. Ecological factors: The area that is characterized with fertile soil may attract people to live, such as the southern part of the Mount Kilimanjaro. But areas that don't have fertile soil may discourage people to live, for example, the central part of Tanzania such as Dodoma. Thus why the population is unevenly distributed.

3. Natural calamities: such as earthquakes, drought, tsunamis, floods, these areas such as Japan and China, may discourage people to live, but those areas that are free from natural Calamities such as Tanzania may attract the people to settle and establish their settlement. Thus why the population of Tanzania are not equal throughout our country.
In extract 13.1 the candidate discussed how the population in Tanzania is unevenly distributed.

The candidates who scored average marks (6.5 to 10) had an average knowledge of the subject matter. Some of candidates provided appropriate introduction and conclusion. They also managed to provide relevant points though they failed to give adequate clarification of their points. Further analysis shows that some of the candidates misconceived the demand of the question while others outlined points without any explanation. This led the candidates getting low marks. Those weaknesses led them into scoring average marks. The difference of marks depended on the number of points provided and the clarity of their explanations.
The analysis showed that 131 (20.1%) of candidates scored poor marks. These candidates scored from 3 to 5 marks due to various reasons, one being inadequate knowledge of the subject matter and misconception of the question task which led them to provide irrelevant answers. One of the candidates, for example, provided factors for population growth instead of the factors for population distribution. Some of the incorrect responses from one of the candidate were; "sex preference, early marriages, polygamist, and prestige of family size". Furthermore, the candidates’ responses had poor English Language. Such responses reflect failure to identify the demand of the question. Extract 13.2 is an example of such poor response

<table>
<thead>
<tr>
<th>13.</th>
<th>Population: Are the people or population on distribution to a certain area. The population distribution are distributed or increased to the factors as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education, Education is the factor which can make population to increase or decrease because people who know how to use education to control birth capacity she can regulate the number of people because number of infat will be few but if people are no aware of how to use birth control number of child dren who cause population distribution to increase in a certain area.</td>
</tr>
<tr>
<td></td>
<td>Sex preference, There some tribe who think the belief that a boy is one who is superior of the family and if a mother give birth only girls her husband tell her to go on giving birth until they will get a female while when they go on giving birth number of people increase and population of people are increased.</td>
</tr>
<tr>
<td></td>
<td>Early marriage, This also cause population distribution because there high number of girls who get marriage at while the r stay younger and give birth which cause number of children to increased in Tanzania due to the number a girls who get marriage while they still younger and conserve which cause the increase large number of people who is in Tanzania is high due to that reason.</td>
</tr>
</tbody>
</table>
In extract 13.2 the candidate misconceived the demand of the question by providing factors for population growth instead of discussing on contention that the population in Tanzania is unevenly distributed.

2.3 SECTION C: PEDAGOGY CONTENTS

2.3.1 Question 14: Teaching and Learning Geography Selected Topics
The question demanded the candidates to elaborate five significance of using group discussion strategies in the teaching and learning process of Geography subject.
This was the most opted question, as 1,127 (89.9%) candidates of all the candidates attempted it. The analysis of the candidates’ responses indicates that 0.2 percent of the candidates scored from 0 to 2 marks of whom one candidate scored 0 mark, 275 (13.1%) candidates scored from 6.5 to 10 marks and 850 (86.7%) candidates scored from 10.5 to 15 marks. Table 3 illustrates the candidates’ performance in question 14.

<table>
<thead>
<tr>
<th>SN</th>
<th>Total no of candidates</th>
<th>Range of scores</th>
<th>Percentage of scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2</td>
<td>0-2</td>
<td>0.2</td>
</tr>
<tr>
<td>2.</td>
<td>275</td>
<td>6.5-10</td>
<td>13.1</td>
</tr>
<tr>
<td>3.</td>
<td>850</td>
<td>10.5-15</td>
<td>86.7</td>
</tr>
</tbody>
</table>

The analysis of the candidates’ responses indicated in table 14 demonstrates that the majority of the candidates performed well in this question. The main reasons for the candidates’ good performance in this question were: adequate knowledge on the subject matter and understanding the demand of the question. Majority of candidates managed to elaborate five significances of using Group discussion strategy in teaching and learning Geography. The candidates’ marks in this category ranged from 10.5 to 15 marks due to variation in clarity and elaborations of required points as some of the points were more logical than others. Extract 14.1 is a sample of the candidates’ relevant responses.
14. **Group discussion** - is the teaching strategy where the teacher arranges the student into the group and assigns them the task to perform. In this teaching strategy, the teacher selects the leader of each group and this strategy considers the gender balance.

The following are the significance of the group discussion teaching strategy:

1. It develops the Curiosity among the learners, this is because when the learners discuss in their group, every participant tends to ask more questions concerning the particular topic or sub-topic which they are discussing; hence, group discussion teaching strategy tend to develop the Curiosity among the learners.

2. Also, the group discussion strategy develops the critical thinking among the learners, this is because the learners think deeply in order to understand for what they are discussing; hence, group discussion strategy develop the critical thinking among the learners.

3. Also, the group discussion strategy develops the spirit of cooperation among the learners, this is because the group discussion strategy allow the learners to cooperate with teachers or among themselves; thus, it develops the spirit of cooperation among the learners.

4. Also, it keeps the long-term memory for the learners, this is because in group discussion teaching strategy, each learner participates fully in the discussion, so learners keep long memory for what they have discussed.

5. Also, it develops the creativity among the learners, this is because in the group discussion, the learners participate and present their different ideas.
In extract 14.1 the candidate elaborated five significance of using group discussion strategies in the teaching and learning process of Geography subject.

The analysis of the candidate’s responses shows that, the candidates who scored average marks (6.5 to 10) had some strengths and weaknesses in their responses. Some elaborated few relevant significances of using group discussion strategies in teaching and learning Geography while others listed down correct points without giving relevant elaborations. They also managed to write good introduction and provided partial explanations in their responses while others failed to give relevant conclusion which affected their performance.

Further analysis indicates that few candidates (0.2%) who opted for this question had inadequate knowledge about the significances of using group discussion strategies in teaching and learning. Additionally, some were not able to provide relevant introduction while others provided irrelevant conclusion. One of the candidates, for example, defined lecture method instead of group discussion method. The given definition was “a group discussion method is a teaching method where by a student is the receiver of knowledge from the teacher” Furthermore, the candidate presented irrelevant responses which did not address the usefulness of group discussion such as “it help to reducing of teaching aids, it help to reducing teaching methods, it help to reducing observation, it help to reducing question and answer and it help to reducing teaching techniques”. Extract 14:2 illustrates one of the poor responses in this question.
| 14' | Teaching and learning: This is the process of found the material that the learning to change the behavior to get observation and experience that was the learner. The teaching and learning method, techniques teaching strategies that was the teacher and learns to be observer. By the following significance of using group class discussion strategies in the teaching and learning process of geography subject that was the good point later. |
It help to reducing of teacher

As a result, this is the first point that
was the significance of using group discussion
strategies in the teaching and learning process to help the
teachers and the group discussion aid to strategies for teachers and learners.

It help to reducing of teaching method.
This is the second point that
was the significance of using group discussion strategies in the teaching and learning process to help the
teachers and to help the teachers to be ready to get
the method that was the teaching method and to take group discussion in the
geography subject.

It help to reducing of observation.
This is the significance of using group discussion strategies in the teaching and
learning process of geography subject that
was the help to reducing of observation
need to the group discussion to observe the
studies to the student by the learner to get the reaction that was the good
point to help the student to the help to
get the observation like interview
Test method and that fit to take
experience in the observation.
In extract 14.2 the candidate provided meaningless descriptions on significance of using group discussion strategies in the teaching and learning process of Geography subject with poor English Language.
2.3.2 Question 15: Geography Teaching and Learning Resources

This question was derived from the topic of Geography Teaching and learning Support Resources. It tested the candidates’ knowledge of functions of Geography room.

The question was extensively omitted by many candidates as only 212 (16.9%) opted for it. Of all the candidates who attempted this question, 66 (32.5%) candidates scored from 0 to 5.5 marks of which one candidate (0.5%) scored 0 marks, 88 (41.6%) scored from 6 to 10 marks and 55 (25.9%) candidates scored from 10.5 to 15 marks. These data indicate that the performance of candidates in this question was average as illustrated in Figure 12 below.

![Figure 12: Trend of the Candidates’ Performance in Question 15](image)

The analysis of the candidates’ responses indicates that candidates who scored higher marks (10.5 to 15) adhered to the demand of the question and had adequate knowledge of the concept of Geography room. The candidates managed to examine the uses of equipment found in Geography room correctly. The candidates were able to give appropriate introduction of Geography room as: *a room for storing apparatus, equipments, models, specimens used in teaching and learning Geography*. They also managed to examine uses of equipment found in Geography room such as: *Tracing table, Sand tray, water tank, bench, Display cabinet, Observation window-geography, Barometer and Thermometer*. However, the clarity and relevance of their explanation led to the variation of their scores. Extract 15.1 is a sample of a good response in this question.
Geography room, refers to the room or building which is special to create nature. It helps the learners to learn geography subject by developing skills, knowledge, attitude of geography of phenomena. Geography room has four distinct areas which are class seating area, teaching area, class working area as well as storage place. The following are the uses of equipment found in geography room.

Tracing table, this is an equipment that is found in class working area where by teacher and student create skills on the practice to create maps, chart of different kinds as well as models.

Sand tray, this is another equipment that is used to illustrate the different formation of water when doing different actions such as underground water, water erosion, water deposition.

Water tank, this is the tank contain water which is used to illustrate the action different movement of water such as wave movement, ocean current.

Displaying cabinet, this is the glass display that is enclosed. It is used to illustrate the specimen in a closed area. It may not allow the direct contact with the specimen, because some of the specimen are very dangerous.

Working bench, this is wide and long as well as hard. It is a place where
Extract 15:1 A sample of candidate’s good response

In extract 15.1 the candidate managed to examine the uses of equipments found in Geography room correctly.

The candidates who performed averagely, (6 to 10) marks had partial knowledge of the subject matter. Their responses varied from one candidate to another due to clarity of points.

Furthermore, 66 (32.5%) of the candidates who scored poor marks ranging from 0 to 5.5, some lacked knowledge of the subject matter while others misconceived the task of the question, hence they provided irrelevant answers. These candidates had several weaknesses in their responses which reflect inadequate knowledge of the subject matter. Some were not able to provide a relevant introduction and conclusion and others had poor English Language skills. Extract 15.2 is an example of such poor responses.
Geography room is a special room which can be used to store different instruments and materials used during teaching and learning process. These are different equipment such as table, computer, desks, and teaching aids and materials. The following are the uses of equipment found in geography room:

It is used to search different materials for example computer; A computer is in a geography room is used for both teachers and students to search materials in different places through internet.

It is used to facilitate the teaching and learning process. Equipment such as chalkboard, stools and chair is used to facilitate by transferring materials from one place to another during teaching and learning process.

It is used to keep reference in a geography room.

Also, for example the use of teaching and learning aid in a geography room help a teacher to keep reference and to help in other period during teaching and learning process of a particular topic.

It is used to save time and cost during teaching and learning process. The equipments kept in a geography room help to save time during teaching and it is used to reduce cost for the preparation of another equipment which will be used during teaching and learning process.

It is used to know the methodologies and techniques which will be used for teaching and learning; for example the use of group discussion, think pair share, and lecture method in a geography room.

Generally, geography room contain different areas such as sitting area, class teaching area, class working area and storage room which help during teaching and learning process.

Extract 15:2 A sample of candidate’s incorrect response
In extract 15.2 the candidate provided irrelevant explanations related to geography room instead of examining the uses of equipment found in Geography room

2.3.3 Question 16: Preparation for Teaching and Learning Geography

The question required the candidates to explain the usefulness of scheme of works to the Geography teacher. This was the most opted question, as it attracted 1,166 (93.1%) candidates. The performance was good, as only 19 (1.6%) candidates scored from 0 to 5.5 marks of whom only one candidate scored a 0 mark 469 (40.3%) candidates scored from 6 to 10 marks, 678 (58.1%) scored from 10.5 to 15 marks. Generally, the performance in this question was good. The performance is summarised in Table 4.

Table 4: Percentage of the Candidates’ Performance in Question 16

<table>
<thead>
<tr>
<th>SN</th>
<th>Total no of candidates</th>
<th>Range of scores</th>
<th>Percentage of scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>19</td>
<td>0-2</td>
<td>1.6</td>
</tr>
<tr>
<td>2.</td>
<td>469</td>
<td>6.5-10</td>
<td>40.3</td>
</tr>
<tr>
<td>3.</td>
<td>678</td>
<td>10.5-15</td>
<td>58.1</td>
</tr>
</tbody>
</table>

The candidates who scored 10.5 to 15 marks had a good knowledge of the usefulness of the scheme of work to the Geography teacher and were able to understand the demands of the question. Their responses were characterized by detailed explanations, logical flow of ideas with good essay writing skills. The candidates’ correct responses explaining the usefulness of scheme of work to the Geography teacher were: **Guide a teacher on what to teach and when to teach because scheme of work shows the starting and ending time of teaching a subject in series from simple to complex, give a teacher an allowance to prepare the required material before handling the lesson, help in the evaluation of the syllabus after teaching by giving students assignments, tests and exercises, used as a record and help a new teacher to proceed a usual teaching even when the former one is absent, help a teacher to plan his/her work according to the environment and season of the year. This will help a teacher to prepare teaching material at a low cost; Help administrators to countercheck and know what to be taught or covered by teacher in a specific time; help a teacher to be confident and competent in the subject or content intended to be taught since the scheme of work shows topics, sub-topics, objectives and activities to be done by the students. 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 good response from script of a candidate.
Scheme of work, this a frame work which helps a teacher to prepare his or her teaching for a term or year. Normally scheme of work is extracted from the subject syllabus, also school calendar, year calendar and holidays are used to direct a teacher to structure well the scheme of work. To the geography teacher the scheme of work it has the following uses:

It helps a teacher to organize his or teaching systematically. The systematic arrangements of the contents to be taught within a year helps the teacher to determine where to start and to end.

It helps teacher in the organization of different teaching and learning resources such as textbooks, supplementary books, reference books, teaching and learning aids which will help the teacher to grasp the content to the students.

It regulates the speed of the teaching and learning process to the teacher. This is due to the fact that it is stipulated with respect to the academic year. Therefore using a scheme of work a teacher may increase or decrease the speed without to
Extract 16.1 A sample of candidate’s good response

In extract 16.1 the candidate explained the usefulness of scheme of works to the Geography teacher.

The candidates who scored from 6.5 to 10 marks demonstrated partial knowledge of the subject matter. Their scores differed from one candidate to another due to clarity of their answers for each point given. Some of the candidates provided partial explanations to correct points while others explained few points and mixed up correct and incorrect points.
The candidates who scored from 0 to 5.5 marks had limited knowledge of the usefulness of scheme of works to the Geography teacher. Some of the candidates for example, managed to provide relevant introduction with some few correct points without a conclusion. Others candidates mentioned few correct points but they failed to provide relevant introduction and conclusion. For example, one of the candidates wrote incorrect points such as: scheme of work used to expand knowledge and skills for the teachers, used to increase thinking capacity, to increase relationship between the teachers. Further analysis showed that most of the candidates in this group had poor English Language skills. Extract 10.1 is a poor response from one of the candidates.
16. Scheme of work is a long-term plan which prepared by teacher to be covered per year. Scheme of work is very important for the teacher because it simplify the work of the teacher in teaching and learning process. There are several usefulness of scheme of work in the classroom.

Used to simplify work, due to scheme of work is very important for the teacher because it help teachers in simplify work in teaching and learning process because teacher able to prepare all topic and sub topics to be covered by per year.

Scheme of work used in teaching and learning process, due to sometimes scheme of work is very important because it used in teaching and learning process because it prepared by teachers.

Used to expand knowledge and skills able for the teacher, due to many teacher able to expand knowledge and skills through scheme of work because it used knowledge and skill to prepare the scheme of work without skills and knowledge teachers does not.
Extract 16:2 A sample of candidate’s unsatisfactory responses

In extract 16.2 the candidate provided elaborations related to scheme of work instead of explaining on the usefulness of scheme of works to the Geography teacher.
3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

The analysis of the candidates’ performance in DSEE 2019 shows that candidates had good performance in 5 topics as they scored 35 and above marks. The Environmental Problems and Issues topic had the highest performance (99.4%), followed by Teaching and learning selected topics (97%), Population and development (93.8%), Human Occupation and Economics (87.6%) Geomorphic processes (82.9%) and Preparation for Teaching and Learning Geography (79.2%). Good performance in these questions was mainly facilitated by the candidates’ wide knowledge of the subject matters, their ability to understand the demand of the questions and ability to present the responses in English language.

The average performance was in learning supports Resources (65.6%). The candidates’ average performance in this topic was mainly caused by candidates’ insufficient knowledge of practical skills in prioritizing Geography teaching/learning materials in Geography room with practical activities before, during and after teaching activities, failure to identify the task of questions and lack of English Language proficiency.

4.0 CONCLUSION

The impression of performance of candidates in Geography paper for DSEE 2019 was good. The analysis shows that the candidates were able to identify the tasks of the questions, had sufficient knowledge of the subject matter and good proficiency in the English Language. Moreover, the candidates with poor performance revealed lack of these skills. The analysis shows that good performance were in questions 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 14 and 16 as the candidates scored above average.

On the other hand, the analysis of the candidate’s performance showed that, questions 4, 9 and 16 were performed averagely by the candidates. Moreover, questions number 16, 14 and 12 were opted by most of the candidates while questions 15, 13 and 11 were least opted by most of the candidates. This was due 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.
5.0 RECOMMENDATIONS

Basing on the observations made through the candidates' Item 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) Student-teachers should be encouraged to read various resources; such as books, journals, pamphlets and online materials in order to raise knowledge in Geography subject and also to enhance their English Language proficiency and essay writing skills.

(c) Tutors are advised to adhere to the principles of conducting competence based continuous assessments in teaching and learning process. This will help them to ensure that the objectives are assessed and individual student teachers are continually assessed to get evidences of what they understood and what they do not, hence enabling tutors to take actions.

(d) 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.

(e) Tutors are advised to use different teaching and learning resources necessary for the subject such as geography room, ICT aided teaching and learning aids like animations and videos to make learning of geography more meaningful and interesting.
# Appendix

## The Performance of candidates Topic Wise

<table>
<thead>
<tr>
<th>S/N</th>
<th>Topic</th>
<th>Number of Questions per Topic</th>
<th>Percentage of Candidates who Scored an average of 40 percent and more</th>
<th>Average performance per topic</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Environmental Problems and Issues</td>
<td>12</td>
<td>99.4</td>
<td>99.4</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching and learning of selected topics</td>
<td>5</td>
<td>96.1</td>
<td>97.9</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Population and Development</td>
<td>1</td>
<td>88.4</td>
<td>93.8</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>99.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Physical Resources</td>
<td>6</td>
<td>88.3</td>
<td>88.3</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Human Occupations and Economics</td>
<td>2</td>
<td>98.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>95.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>46.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>95.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>99.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Geomorphic processes</td>
<td>7</td>
<td>90</td>
<td>82.9</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>75.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Preparation for Teaching and Learning Geography</td>
<td>16</td>
<td>98.4</td>
<td>79.2</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>39.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>99.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Geography Teaching and Learning Support Resources</td>
<td>15</td>
<td>65.6</td>
<td>65.6</td>
<td>Average</td>
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</tbody>
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