

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR  
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 understand 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.

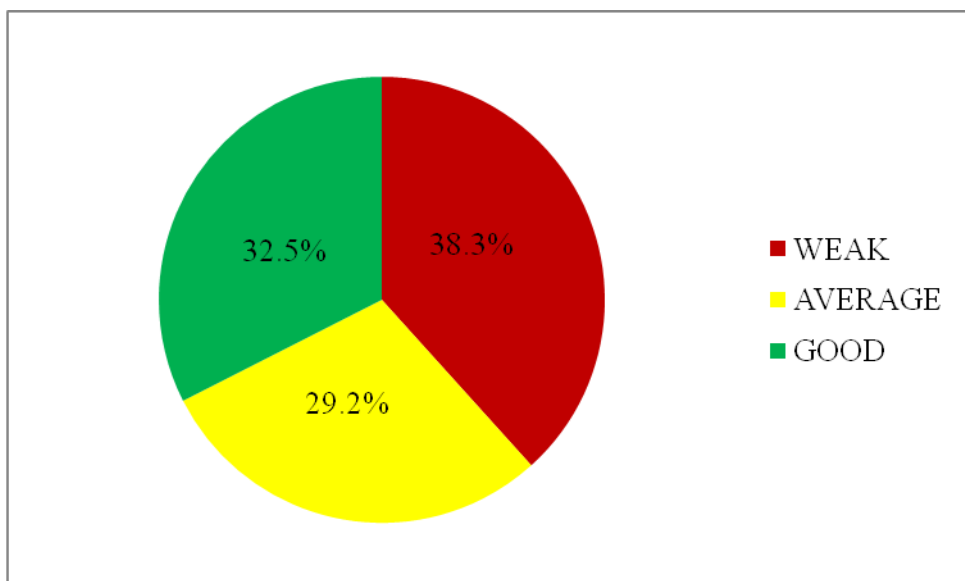
## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

### 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.



**Figure 1:** *Percentage 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.

1.	(a) Population growth Refers to the increasing number of people in clearly defined <sup>geographical</sup> area. Example according to 2002 census Tanzania <del>of</del> population grew up 45 millions.	
	(b) Population growth said to be an asset due to the following three brief explanation points	
	(i) It is the source of labour. Through the population growth it leads to the availability of people who works as labourers in economic sectors such as mining sector, industrial sector and agricultural sector.	
	(ii) It is the source of markets. Since the population growth increase led to the development of markets to the produced goods from the industries.	
	(iii) It leads to the development of social activities. Through the population growth whereby they pay taxes to the government it led to the development of social activities such as water supply, electricity supply and health services.	

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.

1.	a) population growth; Is the number of people, animals and trees in in a certain geographical areas.	
	b). It is an asset due to interaction of people from different place and environmental factor such as;	
	i. Mortality rate.	
	ii. Death rate.	
	iii Migration.	

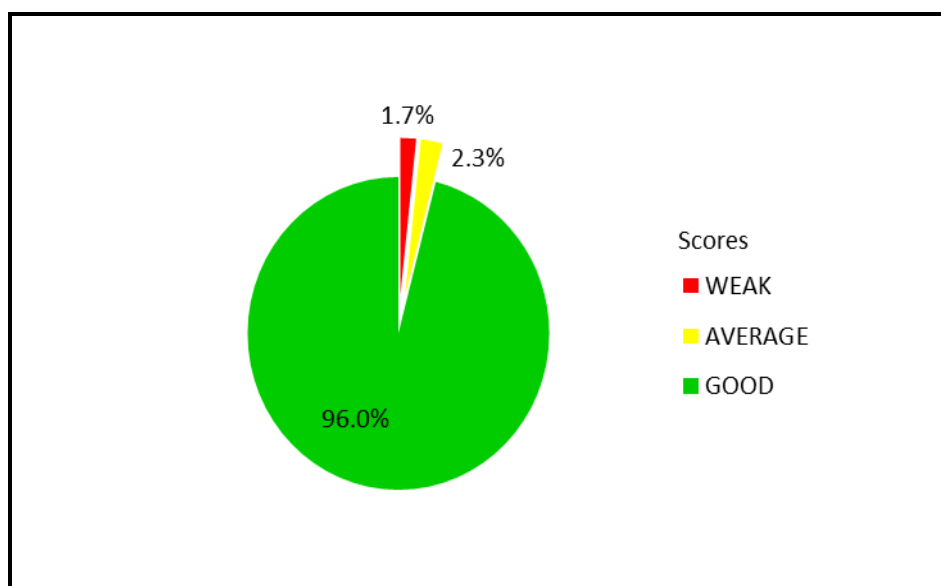
Extract 1:2 A sample of candidate's incorrect response

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*

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.

2. It takes place on a small piece of land; Small scale agriculture is conducted on a small piece of land such as one to five hectares, is conducted on small pieces of land.
- ii. It involve production of food crops; Small scale agriculture involve the production of food crops for the satisfy of the family members but not for the commercial.
- iii. Involve the use of traditional tools; Small scale agriculture involve the use of tools such as hoes, pangas and jembes for cultivation but not using advanced tools.
- iv. Involve the family members as the labour in farming; Small scale agriculture involve the use of family members in the production of crops, and not need a skilled people like in large agriculture.

Extract 1:1 A sample of candidate's 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.

2.	Characteristics of small scale agriculture.
(i)	It takes place in a large area.
(ii)	It involves the use of tractors during conducted and it deal with monoculture.
(iii)	It involved high capital to be conducted.
(iv)	It involved good skilled people to be conducted.

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

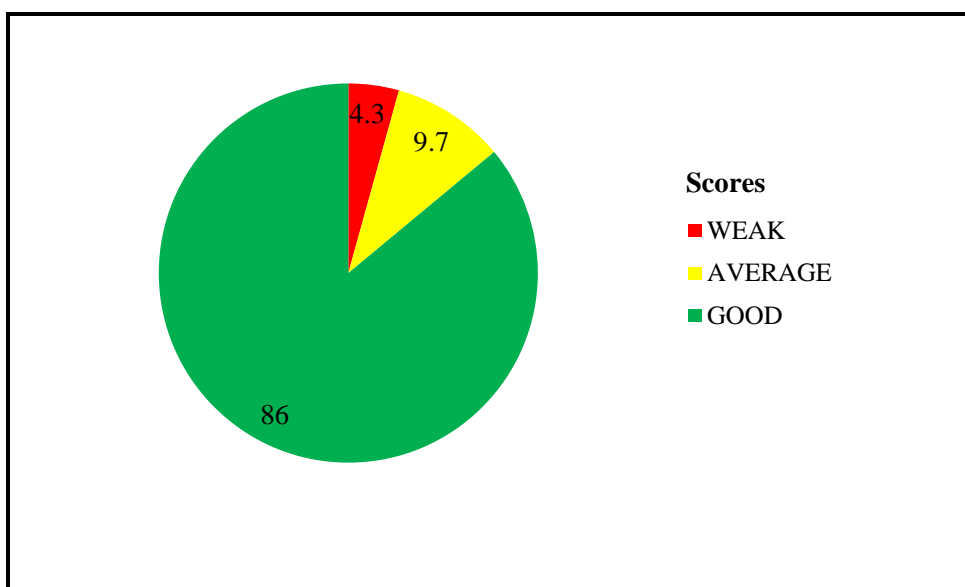
In extract 2.2 the candidate outlined characteristics of large scale agriculture instead of the characteristics of small scale agriculture.

### 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.





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

3.	Four disadvantage of nomadic pastoralist
	(i) it faced with diseases like small pox
	(ii) it encourage conflict between pastoralist and
	farmer owners
	(iii) it lead to environmental degradation like bush fire

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.

3.	i/	poor social services.	
	ii/	poor government policy.	
	iii/	lack of capital.	
	iv/	poor marketing.	

Extract 3:2 A sample of candidate's incorrect response

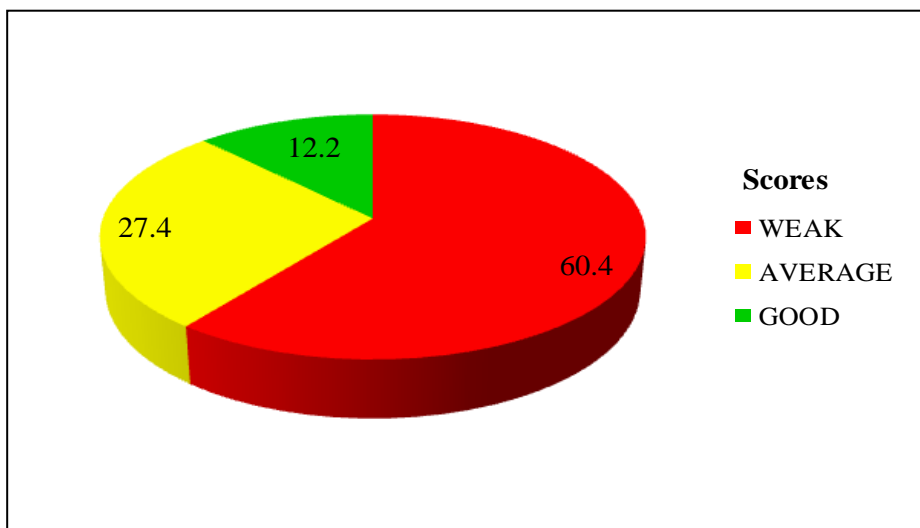
In extract 3.2 the candidate mentioned problems facing pastoralism instead of the advantages of nomadic pastoralism.

#### 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.

4.	a/ Subject logbook. This is the book which	
	used the material to get materials to help	
	the Student teacher or teacher to take	
	the material in the logbook book first	
	the Teaching and learning process of the	
	material.	
	b/ Teaching aid. The process of the	
	teacher to get the teaching Method, teach	
	ing Strategies and the teaching techniques	
	that was the teaching aid to get a teacher	

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.

4	(a) Subject logbook: this is the book that used to show the covered topic and sub-topic during teaching and learning process. This helps to understand what is covered and remained topics in learning.	
	Subject logbook contain with different parts such as date started, date completed, class, name of the teacher, topic, sub-topic completed, signature of teacher and head of department, lastly signature of the head of the school. This influence teaching and learning for teachers and learners.	
	(b) Teaching aid: this refers to the materials that used to facilitate knowledge and skills during teaching and learning process. This can be created, borrowed, collected and purchased to support learning. The advantages of teaching aid is like as-	
	- To motivate learners	
	- Keep with long memory for learner	
	- Facilitate knowledge and skills	
	- Creativity to learners.	

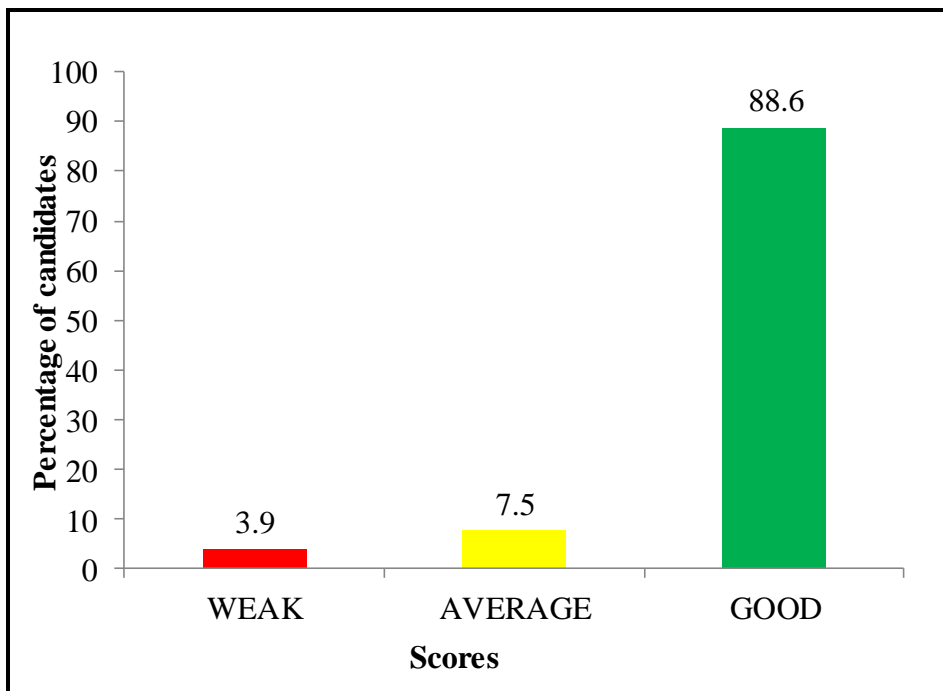
Extract 4:2 A sample of candidate's incorrect response

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*

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.

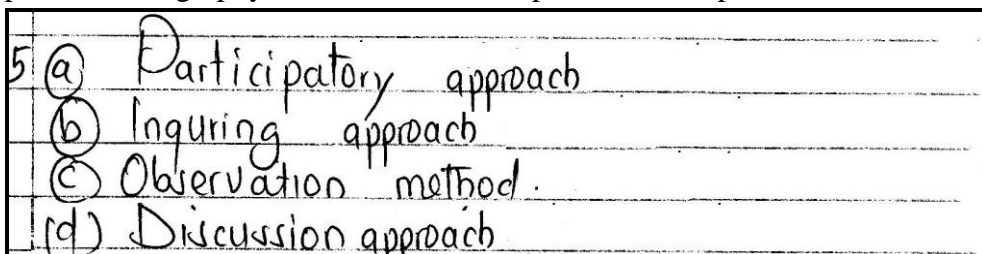
5	i) Number of students, if the number of students is high the teacher can select either less participation to avoid time consuming
	(ii) Cognitive level of the students, the teacher can select the methodology which can be relevant to age and ability.
	(iii) Content available, the teacher also can consider the nature of content and the methodology to be used.
	iv) The time available, the teacher can select the teaching methodology due to time available to accomplish.

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.



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

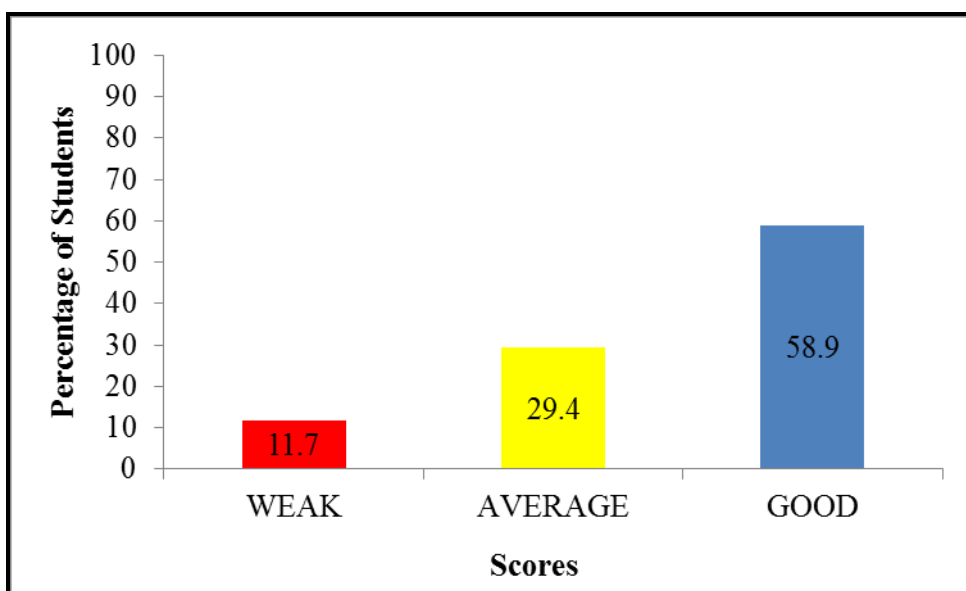
In extract 5.2 the candidate mentioned teaching approaches and a method for data collection instead of identifying the factors to be considered when choosing the teaching method for teaching practical Geography

### 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.

6.	i/ Parent rock:	
	- This are those materials which facilitate the soil formation, when parent rock undergo weathering they produce sediment and those sediment are used into soil formation.	
	ii/ Climate:	
	- This are essential factor for soil formation because, it influence the parent rock to disintegrate to produce weathered particles example of climate:-	
	(a) Temperature.	
	(b) Rainfall	
	(c) Winds.	
	iii/ Organism:	
	- This are the factors which contribute to the soil formation by introducing organic matter into the soil. example of organism.	
	(a) Animals.	
	(b) Plants.	
	(c) micro-organism.	
	iv/ Time:	
	- This are the factor for soil formation due to the presence of old rock may lead to high disintegration of particles hence result to soil formation but for young rock it is difficult to disintegrate.	

Extract 6:1 A sample of candidate's good response

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.

6.	(i) Soil colour	
	(ii) Soil texture	
	(iii) Soil pH	
	(iv) Soil structure	

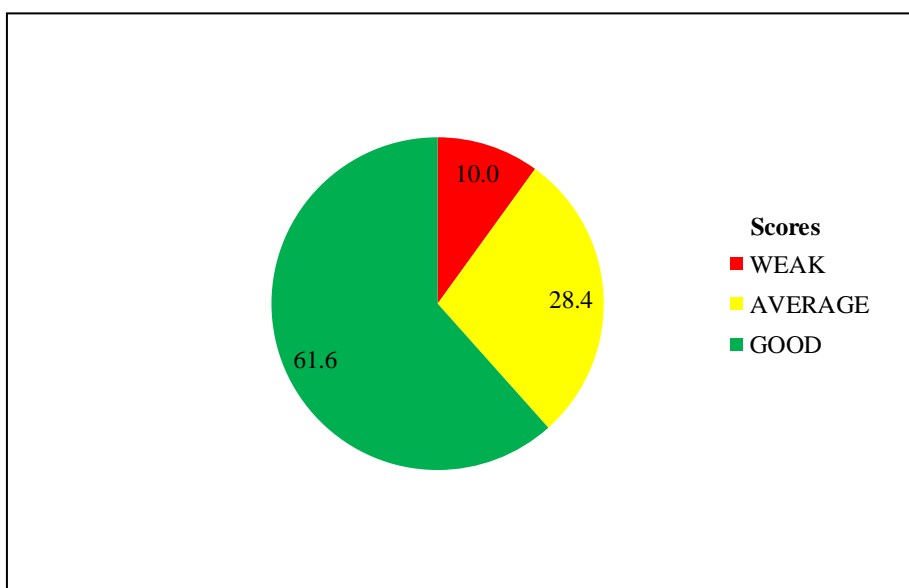
Extract 6:2 A sample of candidate's incorrect response

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.



**Figure 7:** *Percentage of 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.

7	The impacts of Vulcanicity are .	
	(i) Soil Source of Soil formation, the volcanic materials that erupt on to the earth's surface, they do intergrate with rock particles hence form the fertility soil	
	(ii) facilitates tourism activities, the volcanic features like crater do attract people hence facilitate tourism activities,	
	(iii) Source of <del>note</del> minerals, some volcanoes do erupt with minerals from the interior of the earth surface, these minerals are source of income.	
	(iv) Source of building materials, such such as igneous rocks ,	

Extract 7.1 A sample of candidate's good response

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.

7.(i)	Mass wasting	
(ii)	soil erosion	
(iii)	Leaching	
(iv)	Weathering, Disintegration of Large particles. into small ones.	

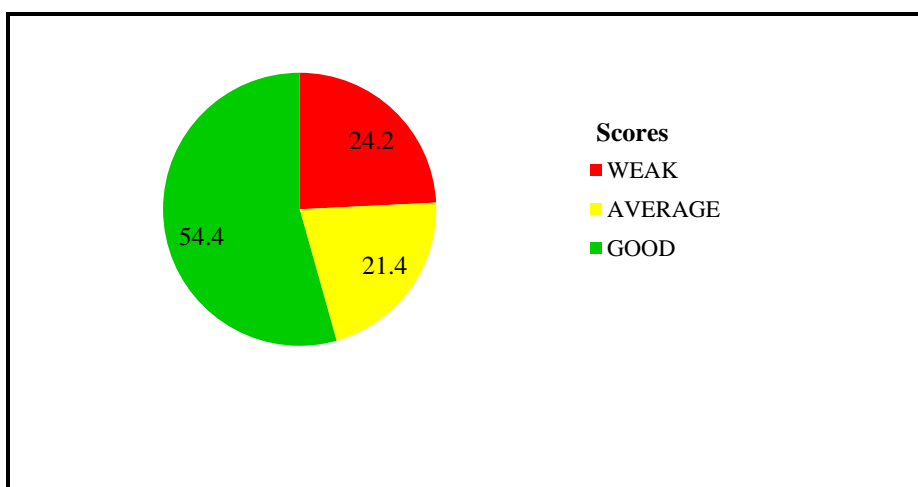
Extract 7:2 A sample of candidate's incorrect response

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.



**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.

08	factor Influence regime of the river.	
	River regime is the process of increase and decrease of water volume in the river. It influenced by.	
	i) climate during rainfall the volume increase while in temperature volume decrease through evaporation	
	ii) Tributaries input; The amount of water enter through tributaries can increase or decrease river volume.	
	iii) Human activities; practice human activities like agriculture near river decrease water volume while afforestation and reforestation near river increase water volume.	
	iv) Permiability and Impermiability rock. permiable rock cause water volume to be reduced while impermiable cause water to increase in river.	

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.

8/	i/ Availability of water supply	
	ii/ Availability of government support	
	iii/ Availability of Transport and Communication	
	iv/ Availability of Skilled labour	

Extract 8.2 A sample of candidate's incorrect response

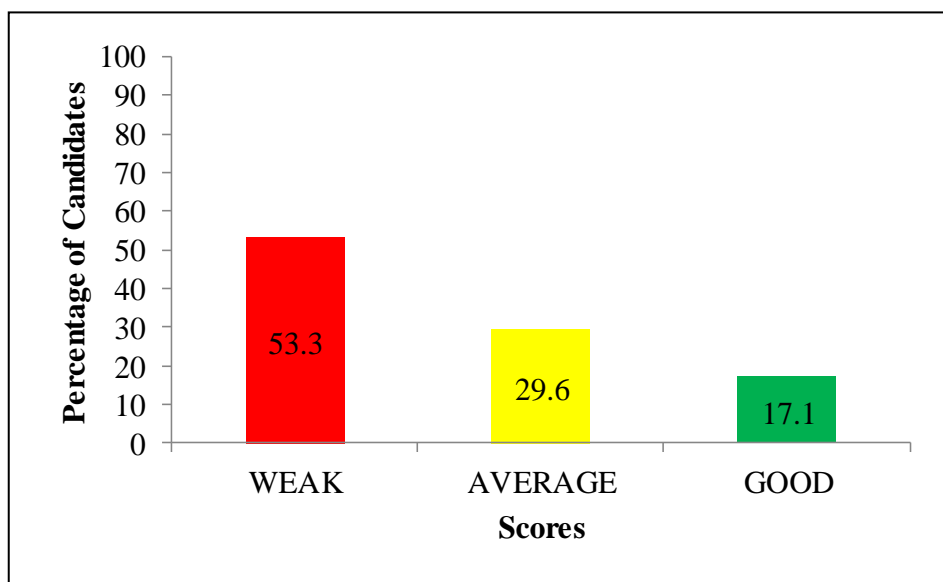
In extract 8.2 the candidate mentioned factors for development of river basin scheme instead of factors for river regime.

### 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.





**Figure 9:** 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.

Qng	i. It is expensive than other form of transport.
	ii. Selective not all areas that May have the air transport.
	iii It need More skilled labourers.
	iv When it got accident it affect large number 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.

q. i.	Helps in fertilization of plant	
ii.	Saves time for transportation	
iii.	Increase employment opportunity	
iv.	Source of income and government revenue.	

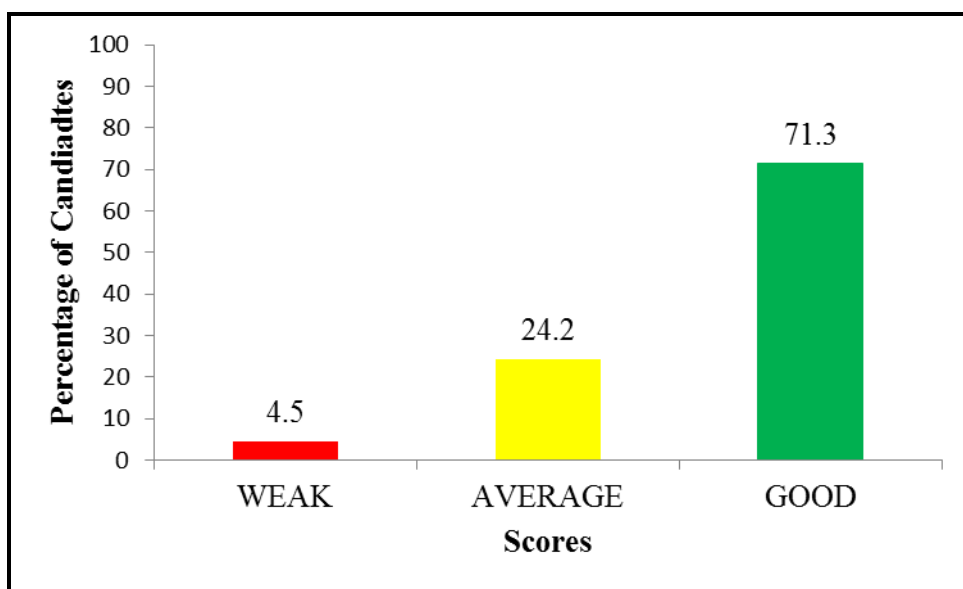
Extract 9:2 A sample of candidate's incorrect response

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*

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.

10 Tourism; Means movement of people from one place to another for leisure, study and so. We have two types of tourism international and internal tourism. But the following are the negative impact of tourism.

Spread of disease, like HIV and AIDS which caused by interaction of many people especially by doing sexual intercourse. It lead to destruction of culture of native person, example in Tanzania many tourist comes with their wearing style or youth imitate hence violate our culture.

Increase of terrorism, This had already appeared in Arusha and Kilimanjaro where there terrorism come cause a normal tourist, after coming start to attack church and people who found around that area.

It lead to land pollution, because many carry limited amount of load, this transport very people and load by considering weight of the people and load instead of not it have negative effect.

It lead to noise pollution in our environment, when this airplane more provide color as noise which lead to noise pollution in our environment.

Generally this type of transport has following advantages, It consume time, It very one and low.

Extract 10:1 A sample of candidate's good response

In extract 101 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.

10.	Negative Impact of tourism in Tanzania	
	(i) Increase the national income	/
	(ii) It create the employment opportunities.	
	(iii) It Protect and Conserve the environment	
	(iv) Increase International relationship.	

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*

SN	Total no of candidates	Range of scores	Percentage of scores (%)
1.	7	0-2	0.9
2.	306	6-10	39.4
3.	463	10.5-15	59.7

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.

11.	<p>Manufacturing industries refer to The process of fabricating and producing goods and services in order to satisfy human need or human want.</p> <p>Manufacturing industry is more developed to the developed countries compared to the developing countries like African nations, because of low establishing of industries.</p> <p>Example, of manufacturing industries like the steel and iron in Japan, USA, South Korea, China, they produce expensive cars like Ferrari, Mercedes, BMW, those cars are very expensive compared to the cars of Africans.</p> <p>Manufacturing industries in South Korea developed mostly, since they produce clothes, like cotton clothes, dresses, trousers, shirt, shoes, perfumes, cosmetics, and other goods and services.</p> <p>Despite, there are factors which have influenced the development of manufacturing industries in South Korea such as explained more below;</p> <p>Plentiful availability of capital, through capital they developed different and for construction as well they ensure these capital could established the buildings, machines, for producing goods and services in their country (South Korea). Also they invest in nuclear bombs as other countries.</p> <p>The use of Advanced technology, Methods used in processing and fabricating resources are very advanced since they use computer when searching different information also, the use of large machines like robots, they assist them in their work since they are working appropriate with time and this will reduce expenses to their customers.</p>
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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.



11.	<p>Manufacturing industry, this is the <del>indus</del> place where unprocessed goods are changed into the processed ones for the use of human being and other uses.</p> <p>The following are the factors which have influenced the development of manufacturing industries in South Korea.</p> <p>Improvement in science and technology, this is when they use improved science and technology on producing and manufacturing process and leads to the production of good quality.</p> <p>Improvement in transport and communication, this is due to fact that all means of transport are improved especially air transport, water transport and land transport.</p> <p>Improvement in agricultural sector, this is when they use tools of high quality in agriculture like machines example tractor and leads to the production of enough raw materials needed in the industry.</p> <p>Political stability of the country, this leads to the people who works in different areas to be free without being disturbed by anything and without having any fear of being disturbed, security of the people leads to more production in South Korea.</p> <p>Presence of many rivers which helps in agriculture during irrigation and helps in transport. South Korea has many rivers which leads to the development of manufacturing industries.</p>	doc only
12.	<p>Therefore the development of manufacturing industries in south Korea was due to, improvement in science and technology, improvement in transport and communication system, improvement in agricultural sector, political stability of the country and presence of many rivers.</p>	

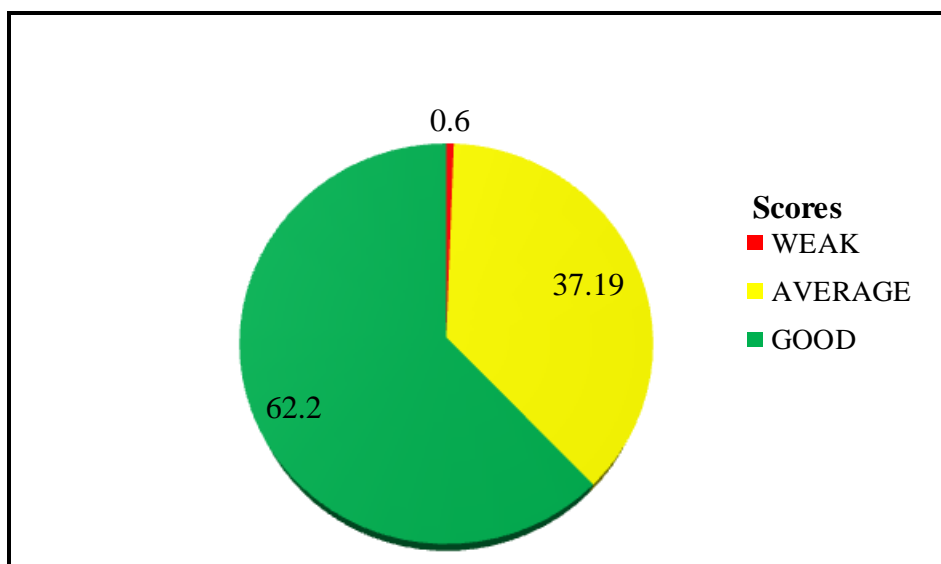
Extract 11:2 A sample of candidate's incomplete responses

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

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 following, 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.

R.	<p>Soil erosion means the removing of upper layer of the soil by the agent of winds, water and glaciation. Soil erosion can be caused by the practicing shift cultivation, overgrazing, cutting trees.</p> <p>The following are the ways that can be used in combating soil erosion in Tanzania.</p> <p><b>Afforestation.</b> In order to avoid soil erosion there should be planting trees in areas with no trees and also when cutting tree there should be a replacement of a new tree that means plant another tree so as enable them to grow up.</p> <p><b>Avoiding overgrazing.</b> people should avoid the practicing overgrazing and therefore adopting zero grazing. That animal keepers should avoid keeping large number of animal in small areas.</p> <p><b>practising good method of cultivating</b> avoid shifting cultivation which make people to cut down trees and establish their agricultural activities and also their settlement.</p> <p><b>Crop rotation</b> should be practiced. Crop rotation means the process of planting crops differently in the same farm. A farmer is planting crops of different kind in each years at the same time so as to avoid erosion and maintain nutrient of soil.</p> <p><b>Education</b> should be provided to the people the causes and impacts of soil erosion also measures which is very strictly should be taken to the people who causes the disaster of soil erosion like those who are cutting down trees without planting others. Mass media should provide announcement about education of soil erosion.</p> <p><b>Conclusion:</b> the above are the ways can be used in combating soil erosion in Tanzania soil erosion lead to poor crops production hence hunger, so people have to fight on how to prevent soil erosion to occur.</p>
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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 it like human activities that	
	can lead to soil to be removable due to	
	that different activities that are conducted	

12 on such area. There are many types of soil in different areas that are surrounding us like soil air, soil profile, soil texture and soil porosity. The following are the ways that can be used to combat soil erosion in Tanzania.

Overgrazing: This refers to the process of keeping animal in the specific area, this can among the way that can help to combatting of soil erosion. Overgrazing means to keep few animal in specific area, so to do that when this law implemented to the government of Tanzania can lead to decrease of soil erosion.

Shifting cultivation also are the among the way of combatting soil erosion especially 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 that area to get erosion so do that the land gain newly soil that can help to another agriculture.

Afforestation and reafforestation; this are the process of cutting down trees and put another trees, due to that when do a afforestation and reafforestation can help to gain another the fertility of the soil because you are using good kind of clean trees and put another tree in that area.

To avoid to engaging in mono culture, this also are the among the ways of combatting soil erosion in Tanzania, due to that people # he or she support to exchanging

	the crops this year can cultivate maize and	
	other year can cultivate cotton rather than to	
	engage in one crops that are destruct the land	
	and hence land to be bare and hence	
	soil erosion may take place.	
	Overcultivating; This also are the among	
	the way that help to combating soil erosion in	
	Tanzania, due to overcultivating lead to	
	soil erosion, but when people avoid this method	
	of overcultivating also lead to soil erosion	
	the Occurance of soil erosion especially in	
	the areas that are still developed like Tanzania	
	General, soil erosion in order to avoid to	
	occur this problems government should help	
	for providing education on how to conserve	
	the soil and the impact of the soil, so to	
	do that people can aware of that hence	
	reduce this problems to occurs	

Extract 12.2 A sample of candidate's poor response

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*

SN	Total no of candidates	Range of scores	Percentage of scores(%)
1.	5	3-5	0.8
2.	131	6.5-10	20.1
3.	514	10.5-14	79.1

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.

13. Population refer to the group of the people who are residing in the certain area. Population distribution is the way the people are spread out in different area across the boundaries. The population are unevenly distributed due to the following factors.

Relief and Topography, this include the physical appearance of the land scape, the slope, steep slope and gentle slope and low land areas. The area where are steep slope discourage the people to live but area that are gentle slope attract the people to live and also, area that are low land, the people are restricted to settle due to flood.

Edaphic factors, The area that are characterized with fertile soil may attracts people to live such as southern part of the Mount Kilimanjaro, but area that don't have infertile soil may discourage people to live example central part of Tanzania such as Dodoma. Thus why population is unevenly

Natural Calamities, such as earth quakes, drought, Tsunami, floods, those area such as Japan and China, may discourage the people to live, but those area that are free from those natural calamities such as Tanzania may attract the people to settle and establish their settlement thus why the population of Tanzania are not equal through out our country.



13.	Also Political instability of an area, and those area that are free from political instability there is a fear peace the people attracted to live but those area that affected by political instability people move to the other area so as to settle.
	Pests and diseases, Areas that are affected by diseases discourage the people to settle, instead they move to other parts, where are free from diseases such as Mpandu and Mtwara, the statistics show that they are affected more by Malaria so these area discourage the people to live but also in west Africa, Ebola affect the people.
	Vegetation area that characterized by thick forests such as Amazon, Congo basin and other part in Tanzania make difficulties for the people to establish the settlement due to dangers as animal but also they can't clear the forest.
	Therefore those above are the factors due to unevenly distribution of the population in Tanzania, it has lead to the differences in development, and technology such as to Dar es Salaam and Rukwa.

Extract 13:1 A sample of candidate's good response

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

13.	Population : Are The people or populati on distribution to the certain area. The po pulation distribution are distributed or increa sed to <del>to</del> the factors as follows.
	Education, Education is the factor w hich can make population to increase or to decrease because people who know how to use education to control birth capacity. she she can regulate the number of people because number of infant will be few but if people are no aware on how to use birth control number of child dren who cause population distribution to increase in a certain area.
	Sex preference, There some tribe whi ch the believe 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 ge t a female while when they go on givi ng birth number of people increase and population of people are increased.
	Early marriage, This also cause popul ation distribution because there high numbe r of girls who get marriage in while the r stay younger and give birth which cause number of children to increased in Tan zania due to the flumber a girls w ho get marriage while they still younger and consue which acause the increase large number of people who is in Tanza nia is high due to that reason.

	<p>Polygamism, is the process of one husband to have more than one wife. This cause the population distribution because if one wife can give birth five children and other give birth 6 children the number of people increase and no one can manage it other wise all people attend clinic of <del>health</del> <del>of reproduction</del> <del>sy</del> reproduction health in order to give to them the way and measure on how to control birth</p> <p>Prestage of famisize, There other people who produce many children in order when they grown up they responsible in working there is no needs of having labour while there many children, who can work and produce many production so population is uneven because people they have many reason which they make them to produce many children.</p> <p>All in all those above are the factor which cause population increase but also there factor which hinder population increase like, Disease, war, unemployment poor social services</p>	
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Extract 13:2 A sample of candidate's incorrect response

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 3:** *Percentage of the Candidates' performance in Question 14*

SN	Total no of candidates	Range of scores	Percentage of scores (%)
1.	2	0-2	0.2
2.	275	6.5-10	13.1
3.	850	10.5-15	86.7

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.	<p>Group discussion- Is the teaching- strategy where by teacher arrange the student into the group and assign them the task to perform. In this teaching strategy the teacher select the leader of each group and this strategy consider the gender balance.</p> <p>The following are the significance of the group discussion teaching strategy.</p> <p>It develop the Curiosity among the learners, this is because when the learner discuss in their group every-participant tend to ask the more questions concern the particular topic or sub-topic which they are discussing hence group discussion teaching strategy tend to develop the Curiosity among the learner.</p> <p>Also the group discussion strategy develop the critical thinking among the learners this is because the learner think deeply in order to understand for what they are discussing for this group discussion strategy develop the critical thinking among the learners.</p> <p>Also the group discussion strategy it develop the Spirit of cooperation among the learners this is because the group discussion strategy allow the learner to cooperate with teacher or among themselves thus it develop the Spirit of-cooperation among learners.</p> <p>Also it keeps the long-memory for the learner this is because in group discussion teaching strategy each learner participate fully in the discussion in doing so learner keep long memory for what they have discussed.</p> <p>Also it develop the Creativity among the learners this is because in the group discussion the learner participate and present their different</p>
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Extract 14:1 A sample of candidate's good response

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 providing material that the learner has to change the behaviour to get observation and experience that was the learner. The teaching and learning method, teaching techniques, techniques, strategies that was the teacher and learner to be observed by the following significance of using group discussion strategies in the teaching and learning process of geography subject that was the good point like:
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	It help to reducing of teaching aid. This is the first point that was the Significance of Using group discussion in Strategies in the teaching and learning process of geography subject that to help the reductions of teaching aid to the group discuss that the Strategies in the teaching and learning process to help to teaching aid to the group discussion and to Strategies for teacher and learner.	
	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 of geography subject that was to reducing the teacher Method and to help the teacher to be reducing to get the Method that was the teaching Method and to take group discussion 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 reduce of Observation that to the group discussion to Observation to the student by the learner to get to material that was the good point to help the student to be help any the Observation like Interview Test Method and that to take experience to the Observation.	



	It help to reducing of quest	
	ion and answer. This is the significance of	
	using group discussion strategies in the tea	
	cher learns process of geography subject	
	that was the reduce the question and answer	
	to the geography subject that was the	
	help the people to get the group discussion	
	to the strategies in the teaching and learning	
	process of geography that was the subject to	
	asking the question and answer to the	
	group discussion.	
	It help to reducing of teachi	
	ng techniques. This is the significance	
	of the using group discussion strategies in the	
	teacher and learning process of geography	
	subject that was the teaching techni	
	ques was help the learner to the group	
	discussion to the geography subject that	
	was the techniques of the teacher	
	to help the people to know that was	
	help the teaching and learning to the	
	techniques of the geography subject.	
	Finally, Teaching and Learning	
	in the group discussion to the significance	
	of geography subject that was the deal	
	with it help to reducing of teaching metho	
	d. It help to reducing of teacher and,	
	It help to reducing teaching observation.	
	It help to reduce the question and answer.	
	It help to reduce the teaching techniques.	
	that was the significance of group discussion.	

Extract 14.2 A sample of candidate's incorrect response

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.

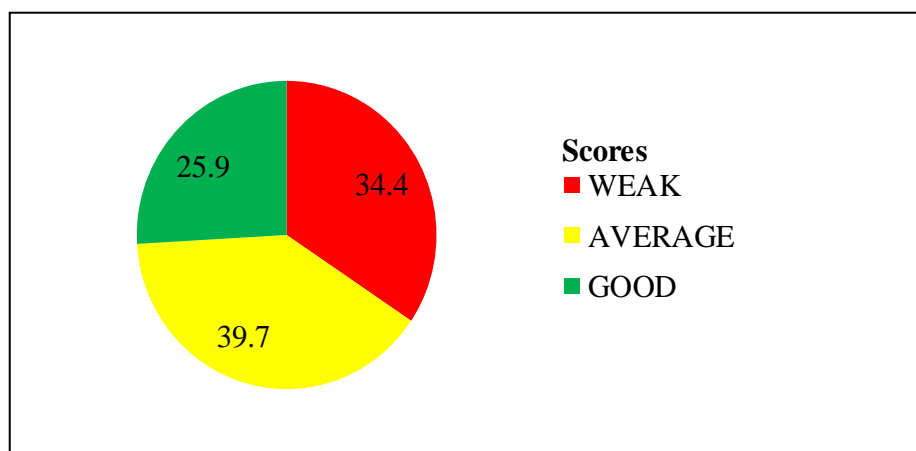


Figure 12: *Trend of the Candidates' Performance in Question 15*

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 rum 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.

15.	<p>Geograph room, refers to the room or building which is special to create interest to the learners to learn geography subject by developing skills, knowledge attitude of geographic phenomena, geography room has four distinct area which are class seated area, teaching area, class working area as well as storage place. The following are the uses of equipment found in geography room.</p> <p>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.</p> <p>Sand tray, it is another equipment that used to illustrate the different function of water when doing different actions such as underground water, water erosion, water deposition.</p> <p>Water tank, this is the tank contain water which is used to illustrate the action different movement of water such as waves movement ocean ocean current.</p> <p>Displaying cabinet, this is the glass like that is enclosed. It is used to illustrate the specimen in a closed area. It does not allowed the direct contact with the students because some of the specimen are very dangerous.</p> <p>Working bench, this is wide and long as well as hard. It is a place where</p>	
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Teacher and student make the hand creativity to produce different geographical facts	
Observation window, refers to the window which is used to look geographical phenomena when students and teacher are inside of the geography room. It is wide and transparent to allow the students to look through it.	
The explained equipment are found in class working area, but there are other equipment such as chalkboard, chairs and tables which are found in class section and teaching areas. Also there are wall map cupboard, general cupboard, filing cabinet, card index cabinet all these are found in storage place.	

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.

15.	<p>Geography room: is a special room which can be used to store different instrument and materials used during teaching and learning process. There are different equipments such as table, computer, desks, and teaching aids and materials. The following are the uses of equipment found in geography room:</p> <p>It used to search different materials for example computer; A computer <del>is a</del> in a geography room is used for both teachers and students to search materials in different places through internet.</p> <p>It used to facilitate the teaching and learning process. Equipment such as chalkboard, desks and chair is used to facilitate by transforming materials from one place to another during teaching and learning process.</p> <p>Used to keep reference in a geography room. Also, for example the use of teaching and learning aids 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.</p> <p>It 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 used to reduce cost for the preparation of <del>or</del> another equipment which will be used during teaching and learning process.</p> <p>It 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.</p> <p>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.</p>	
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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*

SN	Total no of candidates	Range of scores	Percentage of scores (%)
1.	19	0-2	1.6
2.	469	6.5-10	40.3
3.	678	10.5-15	58.1

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.

16.

Scheme of work, this is a frame work which helps a teacher to prepare his or her teaching for a term or year. Normally scheme of work it 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 in order to

16.	accomplish the Content clearly on the limited time,	
	It provides basis to a teacher on the selection of teaching and learning strategies since each Content structured it has its own techniques and methods in order to facilitate meaningful learning to the learners.	
	It provides the basis to the teacher to make evaluation. This can be done after accomplish the Content or subtopic using different assessment tools like Quiz, tests and Questionnaire in order to determine the strength and weakness in the learning process.	
	Generally, the scheme of work should be used by the subject teacher in order to reach the educational goals and school objectives.	

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 ~~per~~ teacher in teaching and learning process. There are following usefulness of scheme of work to the Geography teachers.

Used to simplify work, due to scheme of work is very important for the teacher ~~is~~ because it helps teachers to 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 of the for the teachers, due to many ~~per~~ teachers 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

able to understand to prepare and draw all procedure of scheme of work.	
Used to increase thinking capacity for the teachers, due to many teachers able to increase thinking capacity through scheme of work because it able to identify what the method used to teach the student in teaching and learning process, and to make good ways for motivate the student to get easy understand the geography subject.	
To create good relationship between the teachers, due to sometimes scheme of work is very importance because it create good relationship with one teacher to another teaching in teaching and learning process.	
It help teachers to identify the competence and object which helps to teach the student because any teacher able to teach student through maintain the <del>can</del> competence and objectives of in teaching and learning process. to teach <del>geography</del> teacher teach geography subject it must be <del>consider</del> consider the competence and objective aims to increase performance of the students.	
Scheme of work it help teacher to identify the teaching aids, due to many teacher able to identify and make teaching aids in teaching geography subject through present of scheme of work.	
Finally those are the usefulness of scheme of work to the geography teacher but sometimes scheme of work does not good because it time consuming.	

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

S/N	Topic	Number of Questions per Topic	Percentage of Candidates who Scored an average of 40 percent and more	Average performance per topic	Remarks
1.	Environmental Problems and Issues	12	99.4	99.4	Good
2.	<i>Teaching and learning of selected topics</i>	5	96.1	97.9	Good
3.	<i>Population and Development</i>	1	88.4	93.8	Good
		13	99.2		
4.	<i>Physical Resources</i>	6	88.3	88.3	Good
5.	<i>Human Occupations and Economics</i>	2	98.3	87.1	Good
		3	95.7		
		9	46.7		
		10	95.5		
		11	99.1		
6.	<i>Geomorphic processes</i>	7	90	82.9	Good
		8	75.8		
7.	<i>Preparation for Teaching and Learning Geography</i>	16	98.4	79.2	Good
		4	39.6		
		14	99.8		
8.	<i>Geography Teaching and Learning Support Resources</i>	15	65.6	65.6	Average

