



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON DIPLOMA IN SECONDARY EDUCATION
EXAMINATION (DSEE) 2021**

GEOGRAPHY



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713 GEOGRAPHY

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TABLE OF CONTENTS

FOREWORD.....	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION	2
2.1 SECTION A: ACADEMIC AND PEDAGOGY CONTENTS.....	2
2.1.1 Question 1: Geography Teaching and Learning Resources.....	2
2.1.2 Question 2: Preparations for Teaching and Learning of Geography	3
2.1.3 Question 3: Preparation for Teaching and Learning of Geography.....	6
2.1.4 Question 4: Human Occupations and Economic Development.....	9
2.1.5 Question 5: Environmental Problems and Issues	13
2.1.6 Question 6: Population and Development	15
2.1.7 Question 7: Population and Development	18
2.1.8 Question 8: Geomorphic Processes	21
2.1.9 Question 9: Map Reading and Interpretation.....	23
2.1.10 Question 10: Weather and Climate.....	26
2.2 SECTION B: ACADEMIC CONTENTS	28
2.2.1 Question 11: Environmental Problems and Issues	28
2.2.2 Question 12: Human Occupations and Economic Development.....	32
2.2.3 Question 13: Human Occupations and Economic Development.....	37
2.3 SECTION C: PEDAGOGY CONTENTS.....	42
2.3.1 Question 14: Preparation for Teaching and Learning of Geography.....	43
2.3.2 Question 15: Assessment in Geography	45
2.3.3 Question 16: Assessment in Geography	48
3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC	51
4.0 CONCLUSION	51
5.0 RECOMMENDATIONS.....	52
<i>Appendix</i>	53

FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Candidates' Item Response Analysis (CIRA) on the 2021 Diploma in Secondary Education Examination (DSEE) in Geography subject. The objective of this report is to provide feedback to different education stakeholders including: teacher trainees, tutors, parents, educational administrators, college administrators, policy makers and the general public on the performance of candidates in Geography subject. Also the report reveals the extent to which instructional goals and objectives were met.

The Diploma in Secondary Education Examination measures the effectiveness and efficiency of the education system in general and education delivery in particular. Basically the candidates' responses to the examination questions show how the teaching and learning objectives were achieved. It also shows the extent to which Geography subject learning competencies were attained in their Diploma in secondary Education course.

The report highlights some of the factors behind good performance of the candidates on most of the topics. The factors included the ability to understand the requirements of the questions, adequate coverage and mastery of the contents of topics as stipulated in the syllabi, and good presentation skills. Candidates who scored lower marks lacked those elements. In this report, the analysis of each question has been done and different categories of information have been presented by figures and tables.

The National Examinations Council of Tanzania believes that, this report shall be a blueprint for enabling all stakeholders to identify appropriate measures to take in order to improve candidates' performance in future examinations administered by the Council.

Finally, the National Examinations Council of Tanzania is grateful to all Examination Officers, and other stakeholders who provided valuable contributions in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report aims at evaluating the performance of candidates in Geography subject on the Diploma in Secondary Education Examination (DSEE) 2021. The Geography examination comprised of sixteen (16) questions distributed in three (3) sections; A, B and C. Section A had ten (10) compulsory questions composed from both Academic and Pedagogical syllabi. Each question from this section carried four (4) marks. Section B had three optional questions composed from Academic syllabus aimed at assessing the Geography content. Section C comprised of three questions set from Pedagogy syllabus aimed at assessing the methodologies of teaching Geography. The candidates were instructed to attempt two (2) questions from both sections B and C making a total of four (4) questions. Each question in these two sections (B and C) carried 15 marks. Therefore, candidates were required to attempt a total of 14 questions out of 16.

The report provides an analysis of the performance of candidates in each question by showing what they were required to do as well as the strengths and weaknesses of their responses. Samples of the candidates' answers have been shown to illustrate their responses. In the analysis, three class marks were used to reveal the status of candidates' performance. Weak performance ranges from 0-39, average performance 40-69 and good performance 70-100. Either, for effective and clear interpretation, three colours were used to represent the performance. Good performance is represented by green colour while average and weak performances are represented by yellow and red colours respectively.

The overall performance in 2021 examination was good since all candidates (823) who sat for DSEE passed the examination with the scores ranging from 50 to 81. Further analysis revealed that 61.2 percent of candidates had average performance, while only 38.8 percent had good performance. In comparison with the 2020, the performance in 2021 increased by 1.82 percent.

It is anticipated that the report will be useful to all education stakeholders. It will also enable teachers and students to improve the teaching and learning process in Geography subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: ACADEMIC AND PEDAGOGY CONTENTS

This section comprised of 10 compulsory questions. All candidates who sat for the examination were required to attempt all the questions in this section. A total of 823 candidates sat for the Geography examination. For the purpose of analysis, the performance is classified as good, average or weak depending on the scores attained. The marks range for the three categories of performance is 3 – 4, 2 – 2.5 and 0 – 1.5 respectively.

2.1.1 Question 1: Geography Teaching and Learning Resources

The question instructed candidates to outline four advantages of using question and answer method in the teaching and learning of Geography. The question tested the candidates' ability to analyse teaching and learning methods used in Geography. The general performance in this question is classified as good because 818 (99.4%) candidates scored from 2 to 4 marks as revealed in Table 1.

Table 1: Candidates' Performance in Question 1

SN	Total no of candidates	Range of scores	Percentage of scores (%)
1	5	1-1.5	0.6
2	36	2 -2.5	7.6
3	782	3 - 4	91.8

Table 1 shows that 5 (0.6%) candidates scored from 1 to 1.5 marks, 36 (4.4%) scored from 2 to 2.5 marks and 782 (95%) scored from 3 to 4 marks.

The analysis shows that 782 (99.4%) candidates had adequate knowledge of teaching and learning methods, particularly the participatory teaching and learning approaches. The survey of candidates scripts revealed that, most of them outlined four advantages of using question and answer method in the teaching and learning in Geography. Among the presented responses were: *developing ability to think to learners, assist teachers to find out whether someone knows something, help the students to organize materials, help the students to interpret materials, provide drill or practice, help the student to gain experience from other students, give chance for the learners to practice expression and it facilitates in evaluating a lesson.* Extract 1.1 show a sample of correct responses from one of the candidates.

Q1.	- It help a teacher to Capture attention of the learners	
	- Help students to interact with a teacher through responding of of a question	
	- It a help a teacher to Understand on know level of Understanding to the learners.	
	- It Facilitate level of Critical thinking to the learners.	

Extract 1.1: A sample of a correct responses for question 1.

Moreover, 4.4 per cent of the candidates had average performance. This implies that they had relatively insufficient knowledge of teaching and learning methods, particularly the participatory teaching and learning approaches. These candidates outlined one or two points correctly hence they scored average marks.

On the other hand, 0.6 per cent of the candidates responded to the question incorrectly, this could be due to lack of knowledge of participatory teaching methods and misinterpretation of the question. For example, one candidate responded that: *Helps to collect data easily, it saves time, it helps to collect many information*. These responses show that the candidate had a misconception between question and answer as a method of teaching with questionnaire as data collection tool in geographical researches. These responses are advantages of a questionnaire. It is true that questionnaire method helps to collect data easily, it saves time and it helps to collect many information within short time.

2.1.2 Question 2: Preparations for Teaching and Learning of Geography

The question intended to examine the candidates' ability to make preparations for teaching and learning of Geography, specifically the rationale of using a logbook. The candidates were required to explain four significance of a logbook in the teaching and learning of Geography. All 823 (100%) candidates answered this question. The general performance in this question is classified as good because 762 (92.6%) candidates scored from 2 to 4 marks as illustrated in Figure 1.

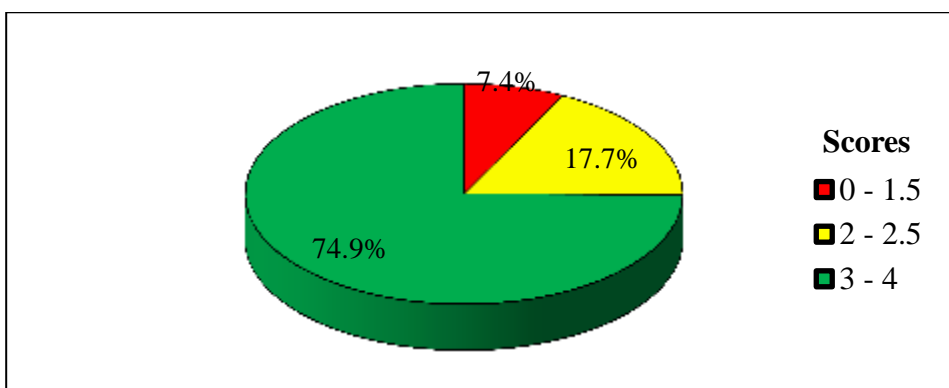


Figure 1: *Candidates' Performance on Question 2*

Figure 1 shows that that 61 (7.4%) candidates scored from 1 to 1.5 marks, 146 (17.7%) scored from 2 to 2.5 marks, and 616 (74.9%) scored from 3 to 4 marks.

Further analysis shows that 74.9 per cent of candidates had adequate knowledge of the significance of logbook in the teaching and learning of Geography. The survey of candidates' responses in sampled scripts revealed that most candidates in this category had suitably responded to the demand of the question. For example, one of the candidates who scored higher marks provided good explanation of the advantages of using logbook in teaching and learning of Geography as follow: *used in evaluating and judging the success in implementing scheme of work, used to show if all topic in the scheme of work have been covered, it helps the heads of school to identify problems which occurred in teaching the topics and then find ways to remedy the situation, it helps the heads of school to evaluate the teacher's performance, it helps the school inspectors (school quality assurers) to know the work done at school and then give advice accordingly, in case of transfer of the teacher, another can be able to trace topics and sub topics that have been taught and those that are not yet to be covered.* Extract 2:1 is a sample of correct responses.

2.	i) It is used in many evaluation and assessment.
	ii) It is used by the school headmaster to know if all the topics have been covered.
	iii) It is used by educational instructors to know the progress of teaching and to know different problems facing the subject.
	iv) It can be used by a teacher to judge him or herself in the process of teaching.

Extract 2:1 A sample of a correct responses for question 2

In extract 2.1 the candidate outlined correctly four significance of logbook in the teaching and learning of Geography.

On the other hand, 17.7 per cent of the candidates had average performance. This implies that they might had insufficient knowledge of the significance of logbook in the teaching and learning of Geography. These candidates explained one or two points correctly, or they listed all four points without giving any explanations.

Moreover, 7.4 per cent candidates who scored lower marks ranging from 0 to 1.5 seemed to lack knowledge of the preparations before teaching, and the documents that are used by teachers in the teaching and learning of Geography. For example, one candidate provided explanations like: *to show the content area to be covered, to show different materials which can be used in teaching and learning process, to show the time for teaching and to suggest the specific learning objectives*. These are the significance of a scheme of work, and not the significance of logbook. Extract 2.2. is a sample of incorrect responses for this question.

Q. i)	It help to record the daily and hourly events which occur, also logbook can help to keep record off of all events which happen in the day or hour.
ii)	It help to know the events and remember the events which happen in a specific day or hour.
iii)	It help to know the number of visitors visitors who visit of the specific day, so due to logbook can cause to know.
iv)	It help the visitors to register their name.

Extract 2.2: A sample of an incorrect responses for question 2

In extract 2.2 the candidate misconceived the concept of Geography (Subject) logbook with other documents used at school. The first two points are the functions of school logbook and the last two are the functions of visitors' book.

2.1.3 Question 3: Preparation for Teaching and Learning of Geography

The question demanded candidates to outline four factors to be considered when designing Geography syllabus. The question tested candidates' ability to make preparations for teaching Geography especially how the Geography syllabus is prepared. The overall performance in this question was average since 528 (64.16%) candidates scored from 2 to 4 marks as shown in Figure 2.

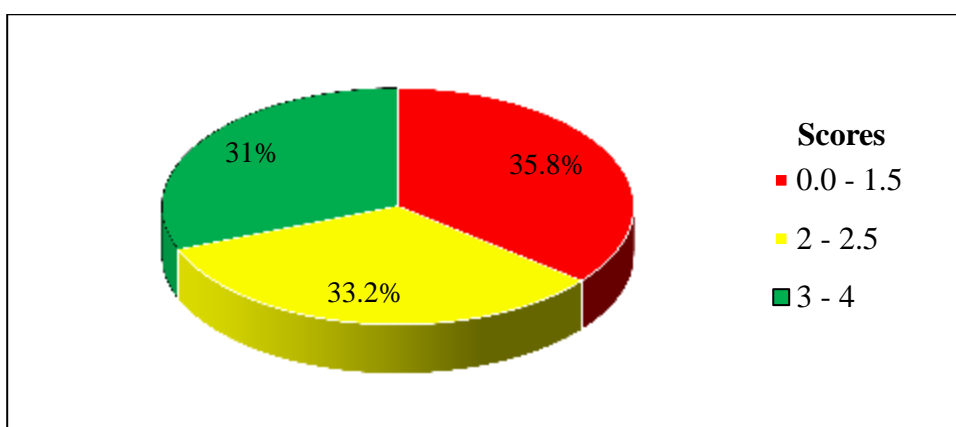


Figure 2: *Candidates' Performance on Question 3*

Figure 2 shows that 295 (35.8%) candidates scored from 0 to 1.5 marks, 273 (33.2%) scored from 2 to 2.5, and 255 (31%) scored from 3 to 4 marks.

The analysis shows that 31% of candidates had adequate knowledge of the factors to be considered when designing Geography syllabus. Candidates who fall under this performance category were able to respond correctly to the need of the question. Analysis of the candidates' scripts revealed correct responses as follows: *consider aims and objectives; concepts, principles, facts and skills must be carefully selected; consider variety of topics from the physical and human environment; topics should be arranged from the simplest to the most challenging; syllabus should allocate and identify materials for teaching geography; time allocated to teach a particular topic must consider the magnitude in the content; identify list of suitable reference and text books and level of the learner*. Variations in the candidates' scores were determined by the clarity of their answers for each point given. Extract 3.1 is given as a sample of correct responses.

3	i) Nature of the learners; That is age of the learners and level of the learners ii) To consider objective of the learning; That is the main purpose of the learning or objective to be achieved iii) Nature of the content; This is to consider topic to be cover to the each class for example form one up to form four or whatever iv) Teaching and learning materials being using per each topic must be considered	
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Extract 3.1: A sample of correct responses for question 3

Further analysis revealed that, 273 (33.2%) candidates who scored 2 to 2.5 marks had inadequate knowledge about the factors to be considered when designing Geography syllabus, and their responses did not meet the demands of the question. Some of the candidates outlined few factors to be considered when designing Geography syllabus, while others mixed up correct with incorrect responses.

Furthermore, 31% of candidates who scored from 0 to 1.5 marks may have lacked knowledge about the factors to be considered when designing Geography syllabus. This situation is associated with the prevailing perception that the designing of syllabus is not the task of teachers, thus candidates as teacher trainees do not pay much attention in designing a syllabus. They consider themselves as users of syllabus. The fact is, trainee teachers are among the key stakeholders of syllabi thus, they should be conversant not only in using them but also in the designing. Examples of the incorrect responses provided by the candidates were: *Experts, Tanzanian institutes of education, editing of the suggestions, consulting the Ministry of education and printing and implementing the syllabus*. The responses are not connected, and had no relationship with the concept of syllabus. Extract 3.2 is a sample of incorrect responses.

3. i)	By Identifying why geography should be taught in all level of education	
ii)	By showing the relationship of some geographical concept; example physical geography, practical geography and Human and economic geography (regional)	
iii)	Through showing the difficulties concept, that should be skipped to the next generation.	
iv)	By showing the relationship between geography discipline with other Subject or Multidisciplinary of the geography subject with other-discipline.	

Extract 3.2: A sample of incorrect responses for question 3

In extract 3.2, the candidate misconceived the question. He/she failed to outline the factors to be considered when designing Geography syllabus, rather he/she was trying to identify what should be included in the Geography syllabus. Point number one shows the rationale for studying Geography, point number two are branches of Geography, point number three shows the nature of Geography, while point number four is not related to the concept of syllabus.

2.1.4 Question 4: Human Occupations and Economic Development

The question required the candidates to explain four factors that influence the development of mining industry in East Africa. The general performance in this question is classified as good because 814 (98.9%) candidates scored from 2 to 4 marks as shown in Figure 3.

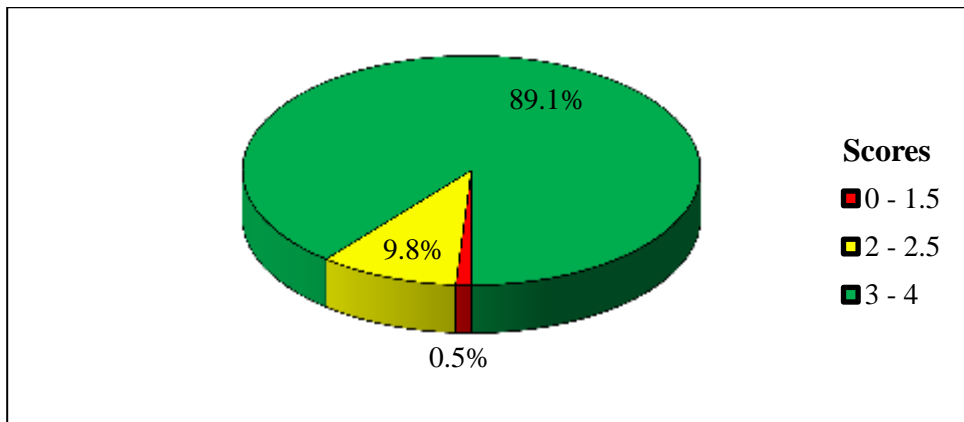


Figure 3: *Candidates' Performance on Question 4*

Figure 4 shows that that 9 (1.1%) candidates scored from 0 to 1.5 marks, 81 (9.8%) scored from 2 to 2.5 marks and 733 (89.1%) scored from 3 to 4 marks.

As revealed by the analysis, 89.1 percent of the candidates scored high marks in this question. Those candidates demonstrated adequate knowledge of mining industry and how the mining sector can be promoted to be beneficial to the people. They explained the factors that influence the development of mining industry in East Africa by providing supportive examples from Tanzania.

The correct answers written by the candidates were: *Availability of capital to be invested in the mining industry like for buying machines; Nature of transport system; If transport system is efficient mining industry will be developed faster but if the transport is poor then mining will not develop fast; Labour availability- for mining industry to develop fast there should be readily available skilled labour but if labour is not available then mining become poor; Nature of the government policy:-the policy should be supportive to mining sector in order to develop; If the market is good the mining industry grows fast but if it is poor the mining industry develop slowly and Development of science and technology.* Extract 4.1 is a sample of correct responses for question 4.

4	<p>i) Availability of enough capital</p> <p>as through the availability of enough capital tend to influence the development of mining industry as through the capital it tend to assist the development of mining sector as there is enough money to be invested in the mining sector as together with the assistance from private companies</p>	
	<p>ii) Market Availability</p> <p>as due to the presence of reliable market it has influenced the development of mining industry in East Africa as after the minerals have been extracted in the mines there is now good market found as example there is market availability abroad as many mineral like Tanzanite is being exported to countries like India</p>	
	<p>iii) Good government support</p> <p>as through the development of mining industry in East Africa has also been boosted by good support from the Government through its good and friendly policy which favours investors to come and invest in the country has enabled the development of mining industry</p>	
	<p>iv) Good transport and Communication network</p> <p>as through the development of mining industry it has also been stimulated with the presence of good transport and communication network as example from the Tanzanite mines in Mererani Tanzania there is good tarmac road from the mines to Urban areas</p>	

Extract 4.1: Sample of correct responses for question 4

Further analysis revealed that 9.8 per cent of the candidates who scored from 2 to 2.5 marks had moderate knowledge of the subject matter. They explained correctly two factors that influence the development of mining industry in East Africa, hence they did not score full marks.

On the other hand, 1.1 per cent of candidates who scored from 0 to 1.5 marks seemed to lack knowledge about the factors that influence the

development of mining industries in East Africa. Their responses ranged from partly correct and totally incorrect. For example, one candidate provided descriptions such as: *presence of good transport and communication, nature of parent rocks, nature of the soil and relief features*. This candidate was only able to identify the presence of good transport and communication but without any explanation as the question demanded. In addition, the other responses were not related to mining industry. The sample of incorrect responses is shown in Extract 4.2.

04	i/ Poor transport and Communication. The mining industry in East Africa faces the big problem of roads and railways which makes it difficult for the transportation of raw materials, labour from one area to another.
-	ii/ Inadequate of labourers. The Mining industry in East Africa needs both skilled and unskilled labour so due to inadequate of labourers many activities around the industry is decreased.
	iii/ Inadequate of reliable market. The industries produce many products but they lack the are market to sell their goods due to poor market as well as decline of prices of the goods in the market.
	iv/ Poor government support. The government fail to provide enough support to the controllers through providing the loans and capital for them which could help to run activities in

Extract 4.2: Sample of incorrect responses for question 4

In extract 4.2 the candidate misinterpreted the question on the factors that influence the development of mining industry in East Africa. The point explained are the factors that hinder the rapid development of mining industry in East Africa. These are poor transport and communication,

inadequate labourers, inadequate reliable market and poor government support.

2.1.5 Question 5: Environmental Problems and Issues

The question required the candidates to list four ways of controlling environmental problems in Tanzania. The question assessed candidates' ability in applying knowledge learned in the classroom in relation to conserving the environment. A total of 822 (99.9%) candidates attempted this question. The overall performance in this question is good because 816 (99.3%) candidates scored from 2 to 4 marks as presented in Table 2.

Table 2: Candidates' Performance in Question 5

SN	Total no of candidates	Range of scores	Percentage of scores (%)
1	6	1-1.5	0.7
2	31	2 -2.5	3.8
3	785	3 - 4	95.5

Table 2 reveals that 6 (0.7%) candidates scored from 1 to 1.5 marks, 31 (3.8%) candidates scored from 2 to 2.5 marks and 785 (95.5%) scored from 3 to 4 marks.

Analysis of the candidates' responses shows that 95.5 per cent who scored higher marks (3-4) understood the demand of the question. They also had adequate knowledge of environmental problems and how the problem can be solved or minimized. This is associated with the current efforts of both public and private sectors towards environmental management and conservation. Examples of correct answers written by the candidates were; *establishment of effective policies and laws, provision of education and awareness, afforestation and reforestation programme, introduction of alternative sources of energy, population control and destocking – reducing the number of livestock*. Extract 5.1 presents a sample of relatively correct responses.

5	i) Provision of education to the people	
	ii) Enact the strict law on how to preserve the environment	
	iii) Implementation of government policy on environmental conservation	
	iv) Recycling of waste material	

Extract 5.1: A sample of good responses for question 5

The analysis further revealed that 3.8 per cent of candidates had average performance with the scores ranging from 2 to 2.5. This implies that they had insufficient knowledge of environmental problems and issues. Some candidates in this category responded to the question partly correct or they listed less than required points and some repeated same points. The variations of the correctness and number of points listed by candidates was a reason for the variation in their scores.

Moreover, the analysis showed that 0.7 per cent of candidates scored from 0 to 1.5 marks. Those candidates failed to meet the demands of the question due to limited knowledge concerning environmental problems and issues. Despite the prevailing discussions on environmental related issues that are taking place at both global and local scales, these candidates failed to gain basic knowledge related to environmental problems and issues. This implies that they were not paying attention on the current crosscutting issues including environmental related issues that are making headlines on global and local discussions. Examples of incorrect answers were: *land degradation, environmental pollution, depletion of forest resources, deterioration of aquatic resources and shortage of water for both rural and urban people*. These are environmental problems in Tanzania. Extract 5.2 show a sample of the candidates' poor responses.

Q5:	The use of solar energy in production	
	The use of wind energy to generate light	
	The use of hydroelectric power	
	The use of biogas in generating electricity	
	ty	

Extract 5.2: A sample of candidate's incorrect responses for question

5

In extract 5.2, the candidate misunderstood the question about the ways of controlling environmental problems in Tanzania. These four outlined points are alternative energy sources. With regard to the need of the question, all these points are summarised as one point the use of alternative energy sources.

2.1.6 Question 6: Population and Development

The question required the candidates to give brief description of the four concepts as they are used in population studies. These concepts are; *population size*, *population density*, *Census* and *Dependence ratio*. The question tested candidates' knowledge of population studies and development. The general performance of this question was good since 662 (80.4%) candidates scored from 2 to 4 marks as illustrated in Figure 4.

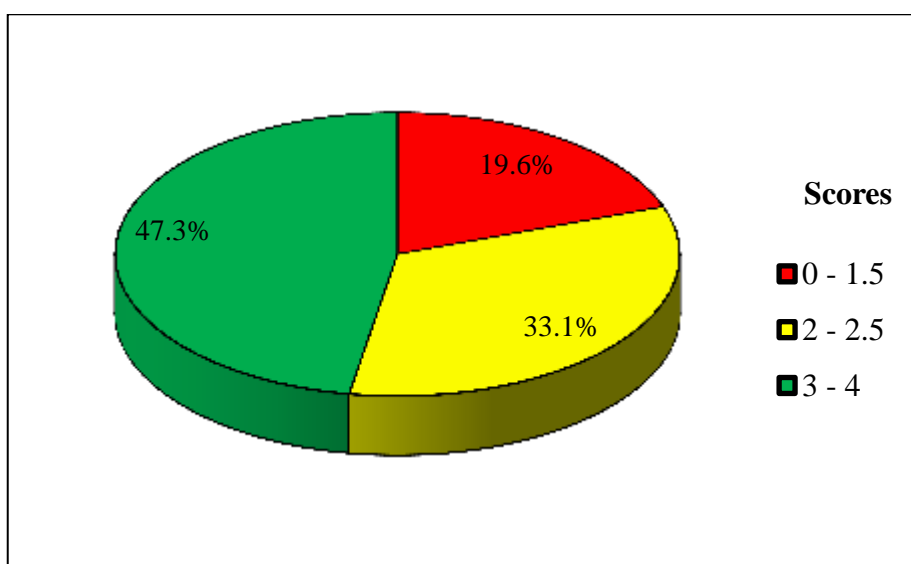


Figure 4: *Candidates' Performances in Question 6*

Figure 4 indicate that 161 (19.6%) candidates scored from 0 to 1.5 marks, 273 (33.1%) scored 2 to 2.5 marks, and 389 (47.3%) scored from 3 to 4 marks.

The analysis of the candidates' responses showed that 389 (47.3%) candidates who scored higher marks (ranging from 3 to 4) had adequate knowledge about population issues and development. They showed ability to relate population and development. These candidates were able to answer this question correctly by describing at least three or four of the population concepts as demanded by the question.

Examples of correct answers written by the candidates were: *Population size: - refers to the total number of people in the country or area. Population density is to the ratio between number of people in a given area and the area which they occupy or number of people per unit area. Census is the process of collecting, compiling and publishing demographic, economic and social data relating to specified time to all persons in a country or delineated territory. Dependence ratio is the ratio that a group of population which is unable to meet its own needs (young age 0-14 years) and older group (65 years and above) to number of people in the working age.* Extract 6:1 shows a sample of responses from the candidate who managed to describe three concepts correctly, and one concept partly as they are used in population studies in Geography.

Q6.	(a) population size refers to the number of people in a particular area.	
	(b) population density refers to the relationship between the number of people in a particular place per unit area.	
	(c) Census is the process of counting the number of people in a particular place or national level. That helps in the provision of social services. There are two types of census according to time approach which are decennial and quinquennial. Geomorphics applied decennial types of census which is after every ten (10) years.	
	(d) Dependence ratio refers to the number of disabled people and depend other people in the population. Dependence ratio are mostly elders and children.	

Extract 6.1: A sample of correct responses for question 6

In extract 6.1, the candidate described correctly concepts (a), (b), and (c) and partly correct concept (d) dependence ratio.

On the other hand, a total of 273 (33.1%) candidates who scores from 2 to 2.5 marks may had inadequate knowledge of population issues in relation to development. They managed to give correct descriptions for one or two mentioned population concepts and moderately for the remaining two concepts. The variation of the preciseness and number of concepts responded resulted to the variation of scores among the candidates.

Moreover, the analysis revealed that the 161 (19.9%) candidates who scored from 0 to 1.5 marks had inadequate knowledge of population issues in relation to development as studied in Geography. This is the reason for incorrect descriptions on the listed concepts. Examples of incorrect answers written by candidates were: *population size is the number of people who are equal with the number of expenditure in the country; Population density is the increase of people in the particular place with low number of expenditure; Census is the collection of data with number of organisms found in country and Dependence ration is the population which consist high number of men equal to the number of female.* Extract 6.2 shows an example of incorrect responses provided by one candidate.

6	Ⓐ Population size	
	∴ Refr to the total control of population	
	is a given geographical phenomena where the	
	resources available related to the number of people	
	in a given area.	
	Ⓑ Population density	
	∴ Refr to the total number of people in a given	
	geographical phenomena where resources and number	
	of people do not related where number of people	
	perid to be higher than the resources available.	
	Ⓒ Census ∴ is the way in which country used	
	to ensure population change in a given country	
	Ⓓ Dependence ratio ∴ is the situation in which	
	a country depend much aids from abroad in all	
	aspect of life such as Economic and political dependence.	

Extract 6:2 A sample of incorrect responses for question 6

In extract 6.2, the candidate misunderstood all the concepts. Concept (a) population size was misconceived with the concept of optimum population, concept (b) population density was misconceived with the concept of overpopulation, concept (c) census was perceived as determinant of population dynamics, while concept (d) dependence ratio was perceived as dependence theory.

2.1.7 Question 7: Population and Development

This question demanded the candidates to state four factors which influence migration of people. The question intended to test candidates' ability to assess factors that influence people in making decision to move from one location to another for the purpose of establishing settlements. The general performance in this question is classified as good because 811 (98.5%) candidates scored from 2 to 4 marks, as shown in Figure 5.

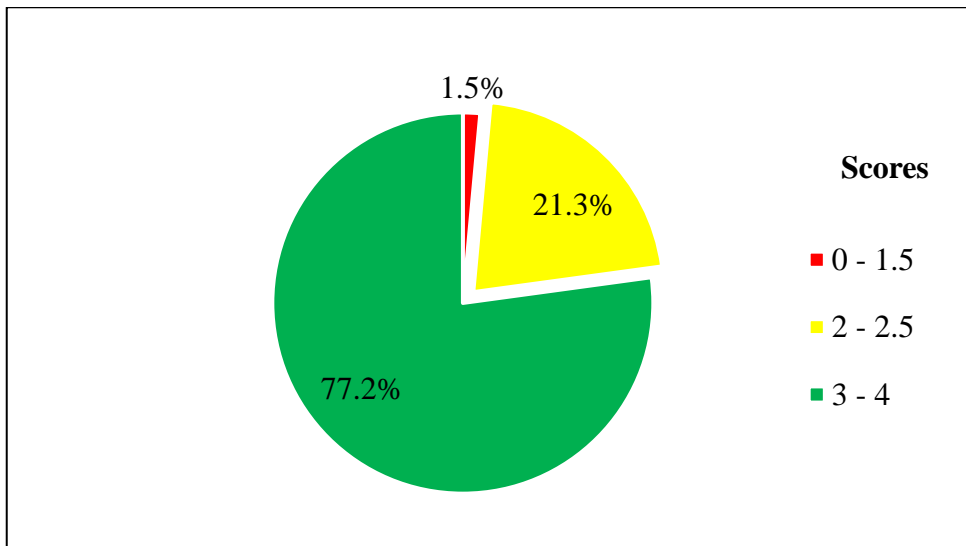


Figure 5: *Candidates Performance in Question 7*

Figure 7 shows that 12 (1.5%) candidates scored 1.5 marks, 176 (21.3%) candidates scored from 2 to 2.5 marks and 635 (77.2%) candidates scored from 3 to 4 marks.

As revealed by the analysis, 635 (77.2%) candidates who scored from 3 to 4 marks had sufficient knowledge of the migration. They met the demand of the question and hence stated four factors which influence migration of people. Examples of the correct answers pointed by most candidates were; *climate, soil factors, topography, natural hazards, presence of minerals and other natural resources and absence of pests and diseases*. Most of them explained clearly those points. Moreover, some candidates wrote; *climatic condition, political factors, shortage of social services and economic factor*. Extract 7.1 is a sample of correct responses for question 7.

7: i) Soil among the factor which influence people to move in order to conduct agriculture activities so people move from unproductive area to productive area	
ii) Topography or relief, the area which are steep slope which are not highlands attract people to move prefer more than area which are not steep slope	
iii) political stability people need to live in area which are not civil war, area which are example people migrate from Congo to Tanzania because of political instability	
iv) Biological factors people migrate from the area which are influence of free of pest and disease are like to live free compare to the area to than more suffering example malaria, cholera, Bti etc	

Extract 7:1 A sample of correct responses for question 7

Further analysis showed that, a total of 176 (21.3%) candidates who scored from 2 to 2.5 marks had insufficient knowledge of population issues particularly factors for migration. Some of them correctly stated one or two factors which influence migration of people. Others mixed correct and incorrect responses. The variation of the correctness and total number of points stated resulted to the variation of scores among candidates in this category.

Moreover, the 12 (1.5%) candidates who scored 1.5 marks demonstrated low understanding of the question, as well as low knowledge of the factors for migration of people. They managed to briefly state correctly one and partly two factors which influence migration of people. Other candidates managed to outline factors which influence migration of people without giving any explanation. Some candidates wrote answers like; *peace and security, employment opportunities, social services and trade*, without explaining the way these factors influence migration. Others wrote; *poor soils, steep slopes, absence of natural resources, presence of diseases and harsh climate*. These answers do not adequately meet the need of the question since they are the factors that discourage migration and therefore they answer the question partly.

2.1.8 Question 8: Geomorphic Processes

The question required candidates to briefly explain two main groups of geomorphic processes. Out of 823 candidates who sat for this examination only one candidate skipped this question therefore it was attempted by 822 candidates. The general performance in this question is categorised as average because 567 (69%) candidates scored from 2 to 4 marks as demonstrated in figure 6.

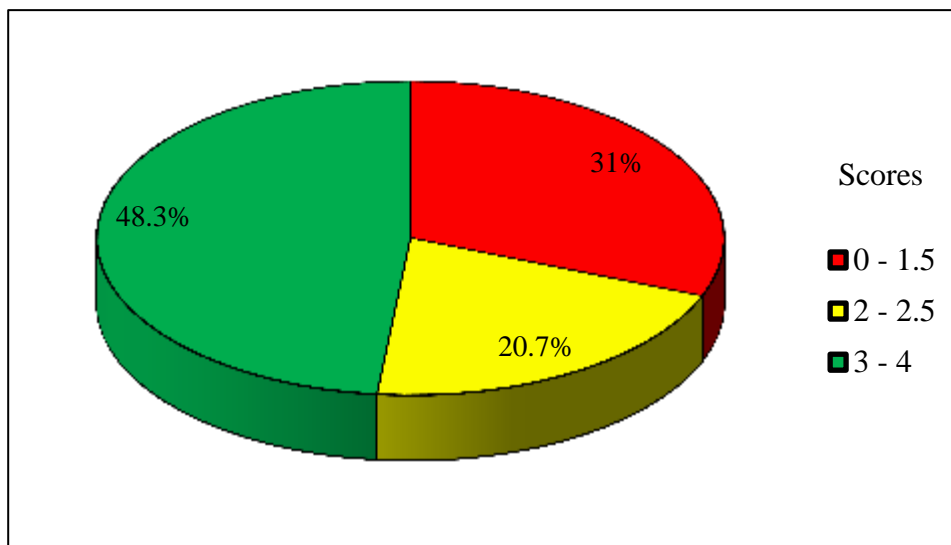


Figure 6: *Candidates' Performance in Question 8*

Figure 8 shows that, 255 (31%) candidates scored from 0 to 1.5 marks, 170 (20.7%) scored from 2 to 2.5 marks while, 397 (48.3%) scored from 3 to 4 marks.

The analysis of candidates' performance showed that 48.3 per cent of candidates who scored 3 to 4 marks had sufficient knowledge of the two main groups of geomorphic processes. They managed to provide brief description supported by vivid examples of the features that are produced as result of two groups of geomorphic processes. Examples of the correct answers provided by most of the candidates were; *endogenic (internal) geomorphic processes: These originates, beneath the earth's surface. It is caused by earth movements resulting to faulting, folding and down wrapping or uplifting of the land mass and volcanic actions within the Earth* and *external (exogenesis) geomorphic processes: These occur at the Earth's surface. It involves denudation, weathering, mass wasting and erosion and deposition which is the complement of denudation. The*

transported materials by rivers, waves, tidal currents, glaciers and wind are laid down. Extract 8.1 show a sample of the candidate's good responses.

8.	Geomorphic processes grouped into two	
	main groups these are,	
	(i) Internal geomorphic process - Are	
	all those geomorphic processes operating	
	withing the earth surface. They are also	
	called endogenic geomorphic processes.	
	they include earthquakes, volcanicity.	
	(ii) External geomorphic processes; Are	
	all geomorphic processes operating on or	
	outside the earth surface. They are also	
	termed as exogenic geomorphic	
	processes. They include weathering,	
	erosion and mass wasting.	

Extract 8.1: Sample of correct responses for question 8

Moreover, 20.7 per cent of candidates who scored from 2 to 2.5 marks had inadequate knowledge of geomorphic processes. Some of them in this category managed to precisely explain one group of geomorphic processes and failed to explain the other group. Others explained both groups of geomorphic processes inadequately. However, the basic idea about the place of occurrences was important to be identified in the candidates' responses. The scores varied depending on the correctness of their descriptions.

Further data analysis indicated that, 31 per cent of the candidates who scored from 0 to 1.5 marks had inadequate knowledge of forces operating within and on the Earth's surface. Some of them wrote answers like; *faulting, folding, earthquakes, mass wasting, weathering, erosion and deposition*. These answers are examples of the correct answers. The first three concepts are examples of endogenic geomorphic processes and the remaining concepts are examples of exogenesis geomorphic processes. Some candidates failed completely to provide any terminology related to the geomorphic processes. Others wrote answers like; *natural gas, oil, renewable energy and non-renewable energy* without any explanations.

Extract 8.2 represents a sample of candidates' incorrect responses.

8.	(i) Vulcanism, refers to the geomorphic process in which it involve the solidification of magma either Intrusive or exclusive the Earth surface, for example, dyke, sills, batholith or phacolith.	
	(ii) Volcanism; is the geomorphic process which involve exclusive features or effect of cooling or solidification of magma to the earth surface for example Ash and cinder cone, volcanic plug, crater, or caldela.	

Extract 8.2. A sample of incorrect responses for question 8

extract 8.2 shows that, the candidate contradicted the concept of internal and external volcanism with the concept of internal and external geomorphic processes. The mentioned concepts of volcanism are examples of internal geomorphic processes, and not the main groups of geomorphic processes.

2.1.9 Question 9: Map Reading and Interpretation

The question required the candidates to list four uses of contours in map interpretation. The question evaluated the candidates' knowledge of map reading, interpretation and analysis. The general performance in this question was average because 549 (66.7%) candidates scored from 2 to 4 marks as shown in Figure 7.

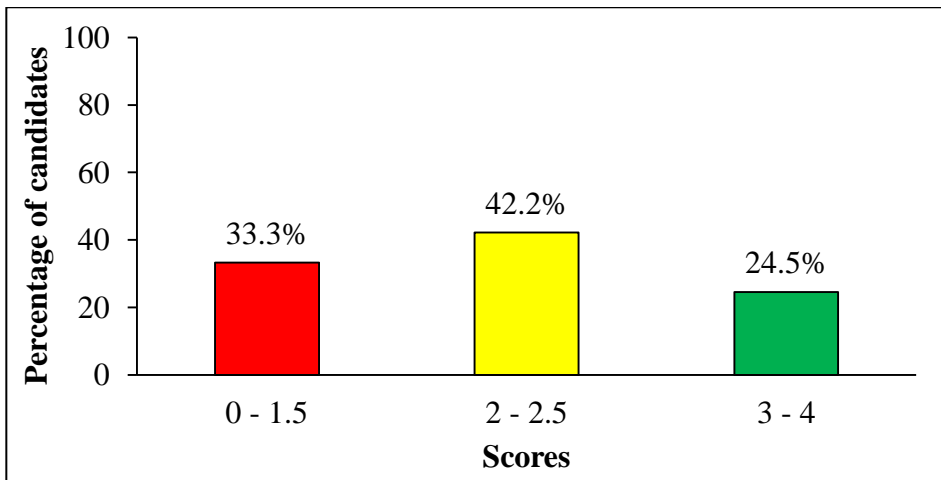


Figure 7: *Candidates' Performance on Question 9*

Figure 7 shows that, 274 (33.3%) candidates scored from 0 to 1.5 marks, 347 (42.2%) scored from 2 to 2.5 marks and 202 (24.5%) scored from 3 to 4 marks.

As shown in the analysis, 24.5 per cent of candidates who scored higher marks ranging from 3 to 4 had adequate knowledge of contours as they are used in map interpretation to show the nature of the topography of the area. Majority of them provided correct responses. The correct responses were; *contours are used to show different landforms on the map such as steep slopes, gentle slopes, hills, valleys, spur, escarpments, are used to determine slopes of an area, helps to show heights of an area above sea level, helps to determine the intervisibility of different points on maps and they are used in drawing cross-section of two points on maps.*

Other responses were; *to identify relief feature like mountain or valley, to identify gradient of the area such as slope, to draw cross section in a map and to identify heights and elevation.* The deviation of the candidates' marks depended on the clarity of their responses. Extract 9.1 is a sample of a candidate who responded correctly to this question.

09.	i/ It helps to understand the relief features in a map -	
	ii/ It helps to draw cross-section	
	iii/ It helps to determine the height of a certain area.	
	iv/ It helps to determine the slope - distance of a certain area.	

Extract 9:1 A sample of a correct responses for question 9

Further data analysis revealed that, 33.3 per cent of candidates who scored 0 to 1.5 marks had limited knowledge of the skills related to map reading and interpretation particularly, on the use of contours to depict various relief features of the Earth's surface. Some candidates wrote: *helps in map reading, helps in map interpretation, helps in map analysis*. Others wrote: *show the interval, it simplifies to mark to the position of different point, and it simplify the mark reading*. Some of these responses especially the last two points have no relationship with the use of contours in map interpretation. Extract 9.2 is a sample from a candidate with incorrect responses.

9.	(i) It is used to get the location of an area.	
	(ii) It is used to direct a map user on which his/her finding.	
	(iii) It is used to get a road answer toward the specific object.	
	(iv) It is used to locate position of an area.	

Extract 9.2 A sample of incorrect responses for question 9.

Extract 9.2 shows that, the candidate contradicted the use of contours in map interpretation with the use of topographical maps. The listed points are the uses of topographical maps. Topographic maps show the distribution of both natural and man-made features hence they are used to know the location and direction of an object or a phenomenon.

2.1.10 Question 10: Weather and Climate

In this question candidates were required to provide two differences between sea breeze and land breeze. A total of 821 (99.8%) candidates responded to this question. The general performance in this question was average since 405 (49.3%) candidates scored from 2 to 4 marks as depicted in Figure 8.

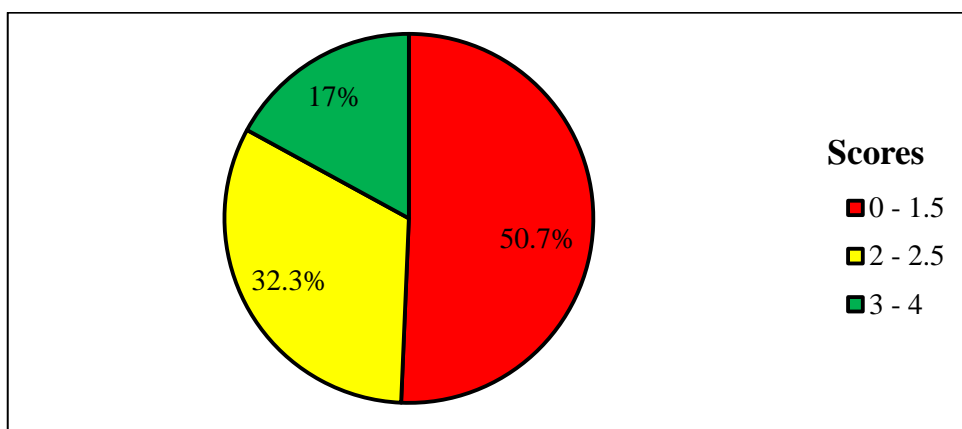


Figure 8: *Candidates' Performance on Question 10*

Figure 8 depicts that 416 (50.7%) candidates scored from 0 to 1.5 marks, 265 (32.3%) scored from 2 to 2.5 marks whereas, 140 (17%) scored from 3 to 4 marks.

The analysis of candidates' performance showed that, 17 per cent of the candidates who scored 3 to 4 marks had sufficient knowledge about sea and land breeze. They differentiated these two concepts basing on the direction of the winds and the time of occurrences. Examples of the correct responses provided by most of the candidates in this category were; *sea breeze is the wind which blows from the sea to the land while land breeze is the wind which blows from the land to the sea and Sea breeze blows in the day time while land breeze blows during the night*. Extract 10.1 is a sample of the candidate's good response.

10.	Sea breeze	Land breeze.	
(i)	Wind blow from the sea to the land	(i) Wind blow from the land to the sea	
(ii)	it take place during the day.	(ii) it take place during the night	

Extract 10:1 A sample of correct responses for question 10

Moreover, the analysis of candidates' performance revealed that 32.8 per cent of candidates had average performance. Some of those candidates managed to give one difference between sea breeze and land breeze, basing on direction of the wind, and others basing on time of occurrence. These candidates displayed inadequate knowledge of the influence of temperature and atmospheric pressure on wind direction.

On the other hand, 50.7 per cent of candidates failed to differentiate the concepts which is the evident that they had poor mastery of elements of weather. They failed to relate the cooling and warming of sea and land which influence the direction of the wind due to temperature variation. They differentiated these concepts interchangeably. Some candidates wrote: *sea breeze is the wind which blows from the land to the sea while land breeze is the wind which blows from the sea to the land and Sea breeze blows in during night while land breeze blows in the day time*. Others wrote: *is ascending prevailing wind and there is descending prevailing wind*. Extract 10.2 is a sample of incorrect responses.

10	Sea breeze refers to the water is out from the land to the sea in a sea area while Land breeze, this is when water is from the sea to the land surface	
	Sea breeze there is long the length of water come to be decline while in land breeze the water level length come to be large	

Extract 10.2: A sample weak responses for question 10.

In extract 10.2 the candidate contradicted the concepts of sea breeze and land breeze with the concepts of high tides and low tide as well as backwash and swash as types of waves. Sea breeze was confused with low tide and backwash while land breeze was confused with high tides and swash.

2.2 SECTION B: ACADEMIC CONTENTS

This section consisted of three essay questions set from academic content topics. The candidates were required to choose and answer any two questions from this section. Each question weighed 15 marks. As in section A, the performance of candidates in this section were classified as poor, average and good. The marks range for these classes were 0 – 5.5, 6.0 – 10 and 10.5 – 15 respectively.

2.2.1 Question 11: Environmental Problems and Issues

The question required candidates to describe six ways through which water can be polluted. This question was opted by 722 (87.7%) candidates who sat for the Geography examination. The performance in this question was good because 716 (99.2%) candidates scored from 6 to 15 marks as shown in Table 3.

Table 3: Candidates' Performance in Question 11

SN	Total no of candidates	Range of scores	Percentage of scores (%)
1	6	0.5-5.5	0.8
2	160	6-10	22.2
3	556	10.5-15	77

Table 3 shows that 6 (0.8%) candidates scored from 0.5 to 5.5 marks, 160 (22.2%) candidates scored from 6 to 10 marks and 556 (77%) scored from 10.5 to 15 marks.

The analysis of performance revealed that, 77 per cent of the candidates scored from 10.5 to 15 marks. These candidates had enough knowledge on environmental problems and issues thus, they described correctly the six ways through which water can be polluted. Examples of the correct responses provided by most of the candidates in this category were; *disposal of untreated sewage into the water bodies, dumping of wastes into water bodies, oil spills from the leaking oil containers or pipes, the use of chemical and explosives, mining activities, wind and natural hazards.*

Others wrote; *floods, volcanic activities, soil erosion* with descriptions on how each point is linked to water pollution. However, there was a variation of scores among candidates due to discrepancies in the correctness of the points and strength of descriptions. Extract 10.1 is a sample of the candidate's correct responses.

11	<p>Pollution refer to the addition of unwanted materials in a certain area. There are three types of pollution, these are; Water pollution, Land pollution as well as Air pollution but there is is another which is noise pollution. Water pollution involve the addition of unwanted materials in a water resource. The following are the ways in which water can be polluted:-</p> <p>Through Industries waste:- This is the one among the way in which water can be polluted this due to fact that, Most of the waste from industries are located to be dumped in the water sources for example oceans rivers and lakes, so this make the dumping the Industrial Chemicals in water.</p> <p>Through Agro Chemicals:- This include pesticides and insecticides or fertilizers, These all agricultural medicine become to pollute water when the rainfall rain, make the transportation and accumulation of the chemical</p>	
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11	calls to the water sources such as lakes and oceans. So this can pollute water.	
	Through mining activities & this also influences the pollution of water where by the mineral processing require a water so this these also involve the use of different chemicals to process the minerals, through that made the pollution of water.	
	Through disposal of waste in the water sources. This also people tend to use the water source to dump the wastes, so through that water became polluted with either plastic bottles, woods, clothes and others. So the people pollute water through the use of the dumping area.	

	Through poor fishing methods such as use of bombs to acquire fish. This made a water to be polluted with the chemicals through which made the fish die hence acquired easily. The poor fishing method make a pollution of water.	
	Acidic rainfall & This also can cause to the water pollution, & this due to fact that the formation of contaminated gases on atmosphere made the acid where by the large amount of carbon dioxide and thermal made the acid. So through that after rain made the pollution of water.	
	Generally, water pollution become dangerous to the living organism to the which can cause even to die. So government should execute the laws to make good water	

Extract 11:1 A sample of correct responses for question 11.

Further analysis revealed that, 22.2 per cent of candidates scored from 6 to 10 marks. Some of them described correctly three up to five points. Others wrote various human activities and how they may cause water pollution. The mentioned activities were *manufacturing activities, fishing, agriculture, mining and water transport*. Some candidates managed to correctly link these human activities with water pollution, while others partially linked them. This has resulted to the variation of scores among candidates in this performance category.

Moreover, 0.8 percent of candidates whose scores were ranging from 0.5 to 4 marks failed to describe correctly the ways through which water can be polluted. Some described only one or two points correctly, while others presented irrelevant descriptions. Examples of incorrect answers written by some candidates in this category were; *construction of dams, tapping underground water, harvest of rain water, effective use of water, payments for water bills, avoiding cutting down trees near catchment areas and establishment of water basin development schemes*. With regard to the question, these responses are incorrect. They are the mixture of many things related to water such as sources of water, and others are general measures of conserving resources. Extract 11.1 shows the sample of incorrect responses of the candidates in question 11.

11.	<p>Water is any substance which are formed on the earthground it colourless. The follow are way through which water can be polluted are following are</p> <p>Afforestation; is the way that can avoid the water to be polluted the trees to established in order to prevent our water well.</p> <p>Provision of education; This mean the way it to provide different skills to the mass in order the water to become well because the education are well organised to provide different skills also knowledge to the people.</p> <p>Enacting rule and laws which are conduct in the water sources this mean the the water are very important to the area which the people are live so the rule and law can be the way to enacting solution of water so it well organized.</p> <p>To avoid human activities; This mean the among of they are to avoid the activities which are conducted on the source of water for example of those activities are swimming, irrigation also are very bad on the human activities which can water be polluted so.</p> <p>Establishment of the policies; This mean the establishment of the policies it help to avoid polluted of the water so it important to the area.</p>
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	<p>Distocking; This mean to avoid distocking around the water source because are bad on the earth surface on the water so the water can be well.</p> <p>Government support; This mean the government they are able to support the source of water for put the fences security so as to avoid different diseases..</p> <p>In addition the water polluted the way can be avoid it very important for example polices, law and rules, Afforestation also distocking avoid.</p>	
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Extract 11:2 A sample of an incorrect responses for question 11

Extract 11.2 indicated that, the candidate contradicted the ways through which water is polluted with the ways of conserving water sources. The points described are not the ways through which water is polluted, instead they are measures to be used in conserving water sources.

2.2.2 Question 12: Human Occupations and Economic Development

This question required the candidates to examine six contributions of TAZAMA pipelines to the development of economy in Tanzania. It was opted by 277 (33.7%) candidates. The overall performance in this question was good as 273 (98.5%) candidates scored 6 marks and above as shown in Figure 9.

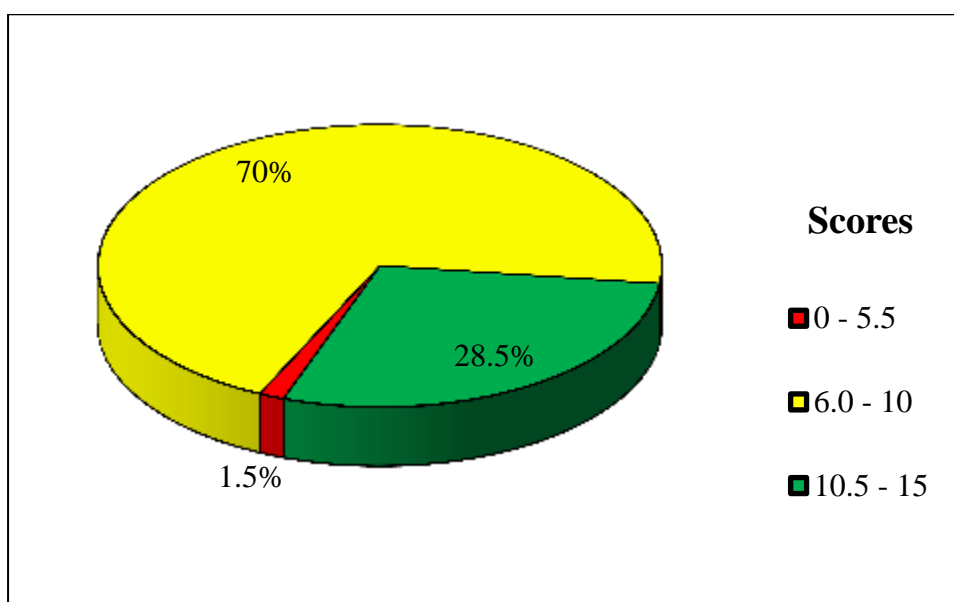


Figure 9: *Candidates' Performance in Question 12*

Figure 9 shows that 4 (1.5%) candidates scored from 0 to 5.5 marks, 194 (70%) scored from 6 to 10 marks and 79 (28.5%) scored from 10.5 to 15 marks.

Data analysis revealed that, 79 (28.5%) candidates who scored from 10.5 to 13 marks conformed with the demand of the question as they presented correct responses. Review of the candidates' scripts witnessed correct responses such as; *improvement of living standard due to fuel supply, reduction of the costs of transportation, reduced traffic congestions on load and railways, led to the creation of employment in the refineries, pumping stations and the industries, stimulated development of other sectors of the economy like industrial development because of stimulating the supply of oil, stimulated the development of the trade between the countries sharing the pipeline and it has stimulated the development of other pipeline projects in Tanzania such as Songosongo and Mnazi Bay pipelines to Dar es Salaam.* Extract 12.1 a sample of responses from a candidate with correct responses.

12. Pipelines; is the one which involves the transportation of liquid materials like water, oil and gases from one area to another through the use of pipes. TAZAMA pipelines, is the pipeline which transport oil energy between Tanzania and Zambia, so it's known as - TANZANIA-ZAMBIA MAFUTA. The following - are the contributions of TAZAMA pipeline to the development of Economy in Tanzania:

Helps to the creation of employment opportunities to the people; The presence of - this pipelines needs supervision, by considering so many people are employed to work on supervising the transportation of this energy resource. It includes managers, and those who defend the destruction of pipes and those service makers.

It improve international trading activities among the two countries (Tanzania and Zambia); The presence of the TAZAMA pipeline lead to the creation of an opportunity to Tanzanians citizen cooperate in business activities with people from Zambia.

Also TAZAMA pipeline contribute to the development of other economic sectors; This include the development of sectors - like industrial sector due to the presence of energy and other type of transport like land and air transport. Example, vehicles and aircrafts.

Contributed to the reduction of energy especial oil cost in the country; By having

12.	<p>ng this pipe which transport a mixture of different oil helps the reduction of the cost of the oil energy in the country. Example- petrol and diesel cost is low because of the availability of this pipelines.</p> <p>It encourage the availability of foreign-exchange; Presence of TAZAMA pipeline Tanzania interact with many other countries who shares oil resource too like Malawi and Burundi and this lead to the occurrence of foreign exchange among these countries.</p> <p>TAZAMA pipeline prevent environmental pollution; The transportation of oil energy through pipelines instead of vehicles as the main transporting agent resulted to the protection of environments which cause the Tanzania government spend little cost in conserving the environments.</p> <p>Not only these contribution there are also advantages of pipeline transport like low maintainance cost, free from accident- compared to vehicles and fast movement of the goods like oil and water and gas.</p>	
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Extract 12:1 A sample of correct responses for question 12

Extract 12.1 shows that, the candidate examined the six contributions of TAZAMA pipeline to the development of economy in Tanzania. However, the last point is not correct as it is based on environmental advantages, and not economic.

Further analysis showed that, 194 (70%) candidates scored average marks ranging from 6 to 10 marks. They presented incomplete responses such that some of the them elaborated few points while, others outlined points without any detailed elaborations. The quality of the responses resulted to the variations of scores among the candidates.

On the other hand, 79 (28.5%) candidates scored low marks ranging from 4 to 5.5 marks. These candidates failed to examine six contributions of TAZAMA pipeline to the development of economy in Tanzania. Some of the candidates examined one or two points correctly while others examined all points incorrectly. Examples of incorrect answers written by some candidates in this category were; *improvement of infrastructures, improvement of science and technology, improvement of transport and communication and simplify transportation of different goods and services.* Others wrote; *support from developed countries, availability of labour, availability of capital, government decision and role of leaders.* These answers are incorrect since they are not related to economic importance of pipeline transport in Tanzania. Extract 12.2 is a sample of incorrect answers.

12	<p>TAZAMA pipelines, There are ways where by oils, petroleum are being transported from one place to another. It help to increase the standard living of people, it help for the development of national income that pipeline increase the volumes of oils being transported from one place to another.</p> <p>The following are the contribution of TAZAMA pipelines to the development of economy in Tanzania-</p> <p>Presence of science and technology, The technique use during constructing the pipeline that help to transport oils, petroleum from one area to another. The technique use lead for the higher improvement of TAZAMA pipeline and increase the standard living of people.</p> <p>Presence of government support, The government should support the way of infrastructure of the pipeline that help for transportation, The government support to control the pipeline to be not full of the oils and petroleum, and help for the increase of national income in case of development.</p> <p>Availability of transport and communication Example the area where the pipeline has being building for the transportation of oils. Also the place where passes if are controlled by the people or skilled labour, Also the load of the pipeline being constructed that cannot be affected by any thing</p> <p>Availability of good infrastructure, The presence of all technique used during building the pipeline which help for the increase of transportation of oils and improve the development of TAZAMA pipeline, Also the development of the standard living of people.</p>
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12	<p>Availability of skilled labour, These lead to the contribution of TAZAMA pipeline that help to control all things' being supported to control, Either in different station of the pipeline being constructed,</p> <p>presence of Instrument use, These help to make different activities Example the pipe should be present in order for the care of Making Tazama pipeline, it help for the expansion of knowledge, skills and experience to the process of development</p> <p>Tazama pipeline are very important for the development of science and technology, development of transport and communication system, development of national income, it help for the development of standard living of people.</p>	
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Extract 12:2 A sample of incorrect responses for question 12

Extract 12.2 shows that, the candidate misunderstood the question. He/she described the necessary conditions or factors for the implementation of the pipeline project, instead of the contributions of TAZAMA pipeline to the development of economy in Tanzania.

2.2.3 Question 13: Human Occupations and Economic Development

This question required candidates to analyse six measures that can be used in modernizing fishing industry in Tanzania. The question was opted by 650 (79%) candidates in which the general performance was good as 637 (98%) scored 6 to 15 marks. Figure 10 shows the candidates' performance in this question.

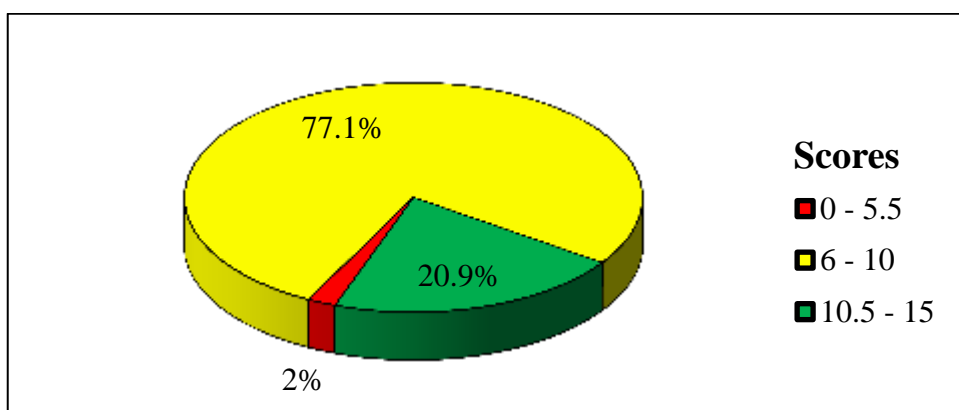


Figure 10: Candidates' Performance in Question 13

Figure 10 shows that 13 (2%) candidates scored from 0 to 5.5 marks, 501 (77.1%) scored from 6 to 10 marks and 136 (20.9%) scored from 10.5 to 15 marks.

The analysis of candidates' performance revealed that, 136 (20.9%) candidates who scored from 6.5 to 15 marks analysed correctly six measures for modernizing fishing industry in Tanzania. These candidates wrote answers such as; *improving processing and storage methods like use of refrigerators and smoking plants for fish preservation, training of fisheries officers, control of water pollution forming of fishermen cooperatives, intensify research on fisheries improvement of transport and communication network from the extraction zones to the market places, provision of financial capital and political will*. Extract 13.1 is a sample of the candidate's correct responses.

13.	<p>Fishing is the process of catching / extract fishes from water bodies. Fishing industry in Tanzania do take place in many parts of the country due to the presence of many water bodies in the country including lakes Ocean like Indian ocean, river for example Nile and swamps like Mtera swamp. Although Tanzania have many water bodies but modern fishing industry is still conducted locally and traditionally therefore in order to Modernize fishing industry the following measures may be used:</p> <p>Provision of education to the fisher men, education of fishing activities should be provided to all people who do participate in fishing activities on the importance of conducting proper fishing activities and the way to be used to</p> <p>Encourage the use of modern tools to catch fishes, since there modern tools which can be used to catch fishes which are need considering the age of fishes so as to ensure proceeding of fish generations of some species rather than using nets and poison which are not selective</p> <p>Introduction of processing industries, Tanzania have to establish processing industries of fish after being caught from water before being taken to the market and manufacturing industries. These way will maintain the quality of fish since when proceed is not easy to be distructed during transportation and when stay for long time.</p>
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	<p>Provision of loan and fund. The government and other ^{many} sectors should support the fishing industry by provide loans to the people who engaged themselves in fishing activities so as they can be able afford all required materials and needs to make good fishing practice so that they can improve the sector into the modern way according to the technology we have in the world.</p> <p>Generally it is important to make fishing industry into modern level (modernized level) in Tanzania since it create improvement opportunities to the people, it improve life standard of people and to contribute to the nation income through paying tax to the country.</p>	
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A sample of correct responses for question 13

The analysis of candidates' responses further revealed that 510 (77.1%) candidates had average performance. Some of these candidates analysed correctly three up to five measures for modernizing fishing industry in Tanzania. Some mentioned all the six points, but failed to provide the detailed analysis. This resulted to the variation of scores among the candidates in this category.

On the other hand, 13 (2%) candidates scored below 6 marks in this question. These candidates failed to analyse six measures for modernising fishing industry in Tanzania. Some of the candidates analysed one or two points correctly while, others analysed all the six points inadequately. Candidates in this category wrote answers such as; *avoid using balloons during fishing activities since they lead to depopulation of fish and make poison in water, should extract fish at night, improve fishing sector, to improve good security for investors, to protect corruption and employed security officers*. These points are not clearly related to the measures towards modernizing fishing industry in Tanzania. They also reveal a problem of language barrier the candidate had. For instance, the point stated "To protect corruption" it was written instead of "preventing corruption". Other candidates wrote; *government should be provision the market, government should reduce taxation among fishermen and government should provide good fish storage*. These points can be summarised as one

point of government support on fishing industry. Extract 13.2 is a sample of responses from a candidate with low score.

13: Fishing Industry refer to extraction of fish and fish production, the Modernization of Fishing Industries refer to changing the shape of the Fishing Industries In Tanzania. The following are the Measures that can be Used in Modernizing Fishing Industries In Tanzania.

Land Filling System, the use of land reclamation system example through Using of Waste land In to Useful land especially along the water sources this process will eventual leading to Modernizing the Fishing Industries In Tanzania.

Irrigation agriculture, Cultivating across the rivers, dams, springs will lead to loss of bio-diversity such as fish example Tilapia fish and shark, these activities will eventual leading to the Modernization of fishing Industries.

Use of advanced technology during fishing activities will also lead to the Modernization of Fishing Industries Example Use of advanced tools such as Machines will lead to cause the source of water to be degraded and Contaminated.

Construction activities, example building construction along the source of water will lead to the Modification of fishing Industries and Cause the decline of Fishing Industries In Tanzania.

	Government support Government should	
13	support people and emphasize them in practicing Fishing along the water sources in order to Modernize the fishing Industries in Tanzania.	
	Provision of Capital for Investment, In order to develop and modernize fishing Industries people should be given enough Capital for purchasing Instrument needed during Fishing Industries and therefore this will eventual leading to the Modification of fishing Industries in Tanzania.	
	Last but not least education should be provided to the people about the best way of Modernizing fishing Industries	

Extract 13.2 A sample of incorrect responses for question 13

In Extract 13.2 the candidate misunderstood the question hence analysed some irrelevant points. For instance, point number one, two and three have no any relationship with the measures towards modernizing fishing industry in Tanzania. However, the remaining points to some extent are related with the requirements of the question.

2.3 SECTION C: PEDAGOGY CONTENTS

This section consisted of three essay questions set from pedagogical topics. The candidates were required to choose and answer any two questions from this section. Each question weighed 15 marks. As in section A and B, the performance of candidates in this section were classified as poor, average and good. The marks ranges for these classes were 0 – 5.5, 6.0 – 10 and 10.5 – 15 respectively.

2.3.1 Question 14: Preparation for Teaching and Learning of Geography

This question required candidates to describe six functions of schemes of work in the Teaching and Learning of Geography. This question was opted by 750 (91.1%) candidates whereby general performance was good as 749 (99.9%) candidates scored 6 to 15 marks as shown in Table 4.

Table 4: Candidates' Performance in Question 14

SN	Total no of candidates	Range of scores	Percentage of scores (%)
1	1	0-5.5	0.1
2	460	6-10	61.3
3	289	10.5-15	38.6

Table 4 shows that 1 (0.1%) candidate scored 5.5 marks, 460 (61.3%) scored from 6 to 10 marks, and 289 (38.6%) scored from 10.5 to 15 marks.

The analysis of data indicated that, 289 (38.6%) candidates who scored higher marks (ranging from 10.5 to 13) managed to describe the six functions of scheme of work in the teaching and learning of Geography. The candidates in this category wrote answers such as; *It guides a teacher on what to teach and when to teach, give a teacher an allowance to prepare the required materials before handling the lesson, help in the evaluation of the syllabus after teaching. used as a record and help a new teacher to proceed as usual with teaching, helps the teacher to plan his/her work according to the environment and season of the year, help administrators to countercheck and know what to be taught or covered by teachers in a specific time. help the teacher to be confident and become competent in the subject topic or content intended to teach.* However, the clarity and relevance of descriptions led to the variations of scores among the candidates. Extract 14.1 is a sample of correct answers.

141	<p>Scheme of work refer to the plan of action prepared by the teacher that will direct him/her to implement the whole process of teaching and learning the subject matter during the academic year obtained from the syllabus. The following are the function of the scheme of work.</p> <p>It show the organization of contents; This enable the teacher to determine the topic which will start to teach into the class in a good chronological order from the first topic will start up to the last topic he/she will end according to the time of teaching.</p> <p>It help the teacher to prepare teaching (search) teaching and learning materials; the scheme of work it direct the needed materials which will be used or needed during teaching a certain concept hence a teacher get time to find the teaching materials, needed to impart knowledge to the students.</p> <p>It help a teacher to prepare a lesson plan; This also is one of the importance of the scheme of work since it help in planning a lesson by following the advice being provided in the scheme of work according to each sub-topic it has its specific time schedule hence make a teacher to prepare a good lesson plan.</p> <p>It help to promote confidence of a teacher; since the teacher will follow proper method, strategies and techniques being shown in the scheme of work will generate confidence during the process of demonstrations and presentation of a lesson into the class by using all correct facts, illustration and examples.</p> <p>It help a teacher not to go off-track; This also is one of the function of the scheme of work hence a teacher will be systematic in presentation of the subject matter by providing the correct facts,</p>
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Extract 14.1 A sample of correct responses for question 14

Moreover, the analysis of candidate's performance showed that, 460 (61.3%) candidates demonstrated average understanding of the functions. They managed to describe correctly three up to five functions. Other candidates managed to outline six functions without providing detailed descriptions.

On the other hand, 0.1 of candidates had weak performance in this question. The analysis of candidates scripts revealed that, the candidates described

only two points of which they were correct responses, and the third point was mentioned without any description. Also, the responses for this question were written in the last pages. This implies that the candidate had an understanding of the functions of schemes of work in the teaching and learning of Geography subject but the candidate was not careful with time management during examination, hence failed to complete the required number of points.

2.3.2 Question 15: Assessment in Geography

This question required candidates to explain six importance of giving assignments to the learners in the teaching and learning of Geography subject. It was attempted by 614 (74.6%) candidates in which the general performance was good since 585 (95.3%) candidates scored 6 marks and above as shown in Figure 11.

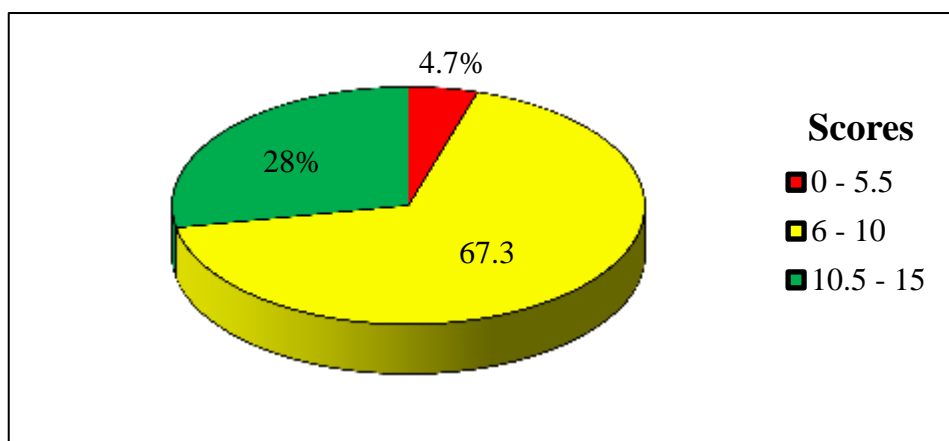


Figure 11: *Candidates' Performance in Question 15*

Figure 11 shows that 29 (4.7%) candidates scored from 0 to 5.5 marks, 413 (67.3%) scored from 6 to 10 marks, and 172 (28%) scored from 10.5 to 15 marks.

The analysis of candidates' performance showed that, 172 (28%) candidates answered this question correctly. They were able to explain six importance of giving assignments to the learners in the teaching and learning of Geography subject. This implies that, they had sufficient knowledge about the rationale of assessment and methods used. Examples of correct answers written by some candidates in this category were; *promotes individual abilities and interest and develop confidence to the learner, allow many opportunities for independence through research investigation, allow an*

evaluation of the work done by an individual, sometimes teacher covers area of the syllabus without need of extra classroom time, they reinforce classroom learning as well as learning at home, recognition of good work stimulates students' self-esteem or motivation, and it allow individual progress. Extract 15.1 is a sample of correct responses in this question.

15.	<p>Assignment there are the ways of providing the guidance for the learner in order to know who are the best achiever and the another learners which are not achieve. Assignment are very important in the process of teaching and learning. The following are the importance of assignments to the learners:</p> <p>It helps to know the learner difficulties. There are the importance of assignment to the learners in order to know the difficulties to the learners and to take the action in how help them, or to modify the way of teaching and learning in order to simplify the process of teaching and learning.</p> <p>It help to predict the future performance for the learners. There also are the importance of giving assignment to the learner it tends to describe the future performance to learner because the teacher may saw the learner who perform well and the learner who do not perform well.</p> <p>It help to know progressive changes to the learners. There also are the importance of giving assignment to the learner so as to determine the progressive changes to the learner by improving the teaching and learning method during the process of teaching.</p> <p>It increase active participation to the learner. There also are the importance of giving assignment to the learner these ways they tend to increase the active participation to most of the learners in order to know the changes during their learning.</p>
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	It raise interest ^s to the learner;	
	These also are the importance of giving the	
	learners assignment this tend to raise	
	their interest because frequently assignment	
	to the learner they determine the progressive	
	changes to them so the learner like	
	to get the test in order to compare their previous	
	previous result and the new result.	
	It help to draw attention to the	
	learner and then improve performance in	
	them: these are the importance of the giving	
	assignment to the learner they draw	
	attention to the learner during the performing	
	their assignment they lead to be attention	
	when receiving their correction so as to know	
	their question which they are problem to them	
	All in all the importance of	
	giving assignment to the learner is the	
	technique of teaching and learning which	
	they involves to assess their learner problems	
	so as to improve the ways of teaching and	
	learning so as to improve their performance.	

Extract 15:1 A sample of correct responses for question 15

Furthermore, there were 413 (67.3%) candidates whose performance was average. They managed to mention some importance of giving assignments to the learners in teaching and learning of Geography subject without relevant explanations.

Further analysis revealed that, 29 (4.7%) candidates who opted for this question had weak performance. The reasons behind this poor performance could be misconception of the concepts of assignments and assessment. Most candidates in this category confused the concept of assignment with assessment. They wrote answers such as; *to give reports to the parents, to know learners with special needs, used to determine whether the student should move to the next level of learning, and give certificate to the learners*. These points are the importance of assessment, and not the importance of assignments.

2.3.3 Question 16: Assessment in Geography

This question required the candidates to explain six main objectives of evaluation during the teaching and learning of Geography subject. A total of 277 (33.7%) candidates answered this question. The overall performance was good because all 277 (100%) candidates scored from 6 to 12 marks, as illustrated in Figure 12.

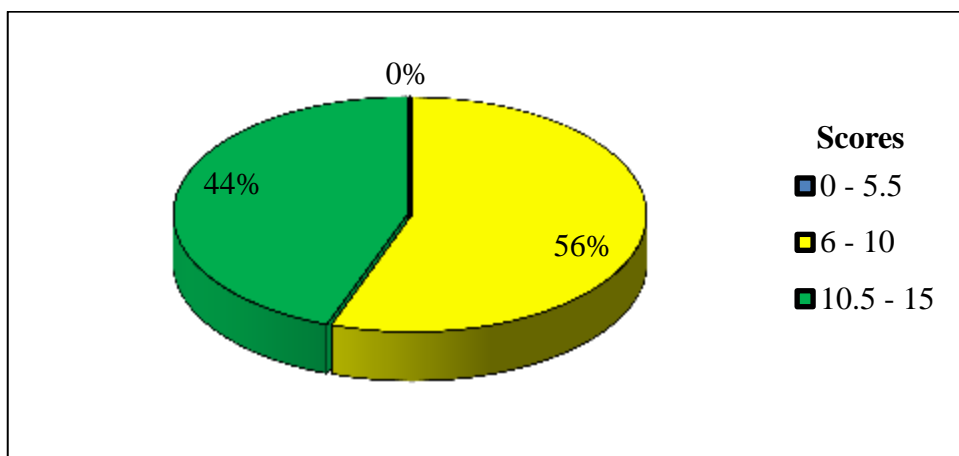


Figure 12: Candidates' Performance on Question 16

Figure 12 shows that 154 (55.6%) candidates scored from 6 to 10 marks while, 123 (44.4%) scored from 10.5 to 15 marks.

The analysis revealed that, 123 (44.4%) candidates scored from 10.5 to 12 marks. These candidates demonstrated good knowledge of the rationale of evaluation in promoting teaching and learning of Geography subject. further analysis of candidates' responses found the correct responses as follows; *to give feedback to the teacher on what the learners have known, to gives feedback to learners in order to know their success and failures, to motivate learners, to identify students with special needs and find better ways of helping them, to give information to parents and to enhance inquiry mind of Geography to learners.* Extract 16:1 is a sample of correct responses from part of the candidate's script.

16.	<p>Evaluation refer to the systematic process of observing, collecting, analysing and interpreting learner's achievements of what the teacher intends them to achieve during teaching and learning process; It is divided into four types such as placement, formative, diagnostic and summative evaluation. There are objectives of evaluation which are as follows:-</p> <p>To determine learner's learning difficulties; through making evaluation a teacher tends to determine where students have understood and where they have not understood in order to make correction or repetition to that content. Example this may be done by using a test, a quiz or examination after learning a topic/topics.</p> <p>For self-assessment; through evaluation a teacher and student assess themselves; for instance the student when does a test or examination through the result tends to assess him/herself the same as to the teacher through observation, test or examination student's result is a teacher tends to assess him/herself if the content was very understood or not.</p> <p>To grade and ^{for} placement of students; through making evaluation during teaching and learning of students a teacher tends to grade students depending on their performance. For example for low marks can repeat the class and high marks go to the next level, but also when choosing combination and subjects for the learners to offer evaluation is used in order to balance and make equal decision depending on student's critical thinking.</p>	
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	<p>To determine if the intended specific objective has been achieved or not; through evaluation a geography teacher determine if the intended specific objective has been achieved or not; specific objective are intended goal that to be demonstrated by each student after a certain subtopic or content covered.</p> <p>Example through questionnaire may write again on the meaning of survey and ask student to define through the obtained answer a teacher to know if the specific has been achieved or not.</p> <p>To prepare parent reports; through making evaluation a geography teacher tends to prepare a report for the parent in order to determine the progress of his/her children, through the parent report a parent may judge a child and see how to help him/her as a parent depending on the obtained results.</p> <p>To determine student learning progress; through making evaluation when teaching measurement may be through the use</p> <p>test or examination a teacher determine the progress of the learner resulting to the order and through asking a student to collect a portfolio a teacher tends to know the progress of the learner</p> <p>Therefore evaluation should be conducted during teaching and learning process because helps in curriculum change and increase student's performance at the end of the course.</p>	
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Extract 16.1 A sample of correct responses for question 16

Further analysis revealed that, 154 (55.6%) candidates scored from 6 to 10 marks. This implies that they had average understanding of the main objectives of evaluation during the teaching and learning of Geography subject. Some candidates in this category managed to describe correctly three or four main objectives of evaluation during the teaching and learning

of Geography subject. Other candidates managed to outline six objectives of evaluation without detailed explanations. However, there was no any candidate who scored below 6 marks, making this question one of the well performed question in Geography examination.

3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

The analysis showed that, the performance of candidates was good in six topics namely: *Geography Teaching and Learning Support Resources* (99.41%), *Environmental Problems and Issues* (99.3%), *Human Occupations and Economic Development* (98.5%), *Assessment in Geography* (97.7%), *Population and Development* (89.45%), and *Preparation for Teaching and Learning of Geography* (85.6%). Good performance in these topics was attributed to factors such as adequate knowledge on the contents covered, good writing skills and ability to related the classroom learned concepts and the real life experiences.

Moreover, the analysis further revealed that three topics had average performance. These were *Geomorphic Processes* (69%), *Map Reading and Interpretation* (66.7%), and *Weather and Climate* (49.3%). This performance is contributed by relatively inadequate knowledge the candidates had on these topics.

Additionally, in comparison with 2020 examination, the candidates' performance has not changed in the topics of *Environmental Problems and Issues*, *Population and Development*, *Human Occupations and Economic Development*, *Preparation for Teaching and Learning of Geography* and *Geography Teaching and Learning Support Resources*. However, there was an increase in performance on the topic of *Geomorphic Processes*. The analysis of the candidates' performance in each topic for the year 2021 is summarised in appendix.

4.0 CONCLUSION

The analysis shows that the general performance of candidates in Geography paper for DSEE 2021 was good since 83.89 percent of the candidates passed. This performance has increased by 1.83 percent when compared to the performance of 2020 where 82.06 of the candidates passed.

Furthermore, the analysis revealed that there is a variation in the performance between the two syllabi used in setting the questions. Performance is higher (94.23%) for the questions set from Geography pedagogy course syllabus for diploma in secondary education, than in Geography academic syllabus for diploma in secondary education whose performance was 78.70 percent. However, all the scores are categorised as good. The comparison of the performance for the past two years between the two syllabi showed that the questions set from methodology syllabus had higher performance than those from academic content syllabus. The trend showed that the performance of the academic content subjects has declined by 11.6 percent from 2019 to 2021, while that of methodology has increased by 13.33 percent.

5.0 RECOMMENDATIONS

In order to maintain good performance for the well performed topics while improving in the averagely performed topics, it is recommended that:

- (a) Tutors should utilize the teaching and learning resources found in the real environments. This will help student-teachers to comprehend adequate knowledge about the intended subject matter. This will also help learners to integrate what has been learned with the real situation of a certain object or phenomenon. For instance, the elements of weather and climate can be studied through observing the real environments.
- (b) Many practical and assignments concerning map reading and interpretation should be given to students both individually and in groups. They should be accompanied with immediate feedback in order to help student-teachers to be more conversant with map interpretation.
- (c) Geography tutors should integrate various teaching and learning resources and methods during teaching and learning process. This should go hand in hand with the use of audio-visual materials such as video clips especially in the teaching of Geomorphic processes topic. Using audio-visual will help students-teachers to gain more knowledge than using only diagrams and descriptions.
- (d) When answering questions in examination candidates should think broadly and then narrow down their thinking to the specific task asked.

Having broader thinking will help students-teachers to link various concepts and see how they relate to each other.

Appendix

THE PERFORMANCE OF CANDIDATES IN EACH TOPIC

S/N	Topic	Number of Questions per Topic	Percentage of Candidates who Scored an average of 40 percent and above	Average performance per topic	Remarks
1.	Geography Teaching and Learning Support Resources.	1	99.41	99.41	Good
2.	Environmental Problems and Issues.	5	99.3	99.3	Good
		11	99.2		
3	Human Occupations and Economic Development.	4	98.9	98.5	Good
		12	98.6		
		13	98		
4.	Assessment in Geography.	15	95.3	97.7	Good
		16	100		
5.	Population and Development.	6	80.4	89.45	Good
		7	98.5		
6	Preparation for Teaching and Learning of Geography.	2	92.59	85.6	Good
		3	64.16		
		14	99.9		
7.	Geomorphic Processes.	8	69	69	Average
8.	Map Reading and Interpretation.	9	66.7	66.7	Average
9.	Weather and Climate.	10	49.3	49.3	Average

