

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENTS' ITEM RESPONSE ANALYSIS  
REPORT FOR THE FORM TWO NATIONAL  
ASSESSMENT (FTNA) 2015**

**013 GEOGRAPHY**

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Published by  
The National Examinations Council of Tanzania,  
P.O. Box 2624,  
Dar es Salaam, Tanzania.

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## **FOREWORD**

The National Examinations Council of Tanzania is pleased to issue this report on the Students' Items Analysis on the Performance of students in Form Two National Assessment (FTNA) 2015, for Geography subject. The report was prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general about the performance of students in this subject.

The Form Two National Assessment is a formative evaluation which, among other things, shows effectiveness of the educational system in general and provides students and teachers with feedback on the students' progress towards mastering of form one and form two learning, covered in the first two years of Secondary Education. Also, it provides information that will direct successful teaching and the effectiveness of the teachers. Basically, the students' response to the questions is a strong indicator of what the educational system was able or unable to offer to the students.

The report analyses the performance of the students and some reasons behind the students' good or poor performance in each question. The feedback provided in this analysis will enable the educational administrators, school managers, teachers and students to identify proper measures to be taken in order to improve the students' performance in future assessment administered by the Council. The feedback will also help teachers and other educational stakeholders to find appropriate measures of assisting students in topics and concepts that seem to be challenging before they sit for the Certificate of Secondary School Examination (CSEE).

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general, that can be used for improving future Students' Items Response Analysis Report.

Finally, the Council would like to express sincere appreciation to all examiners and other stakeholders who participated in the preparation of this report.



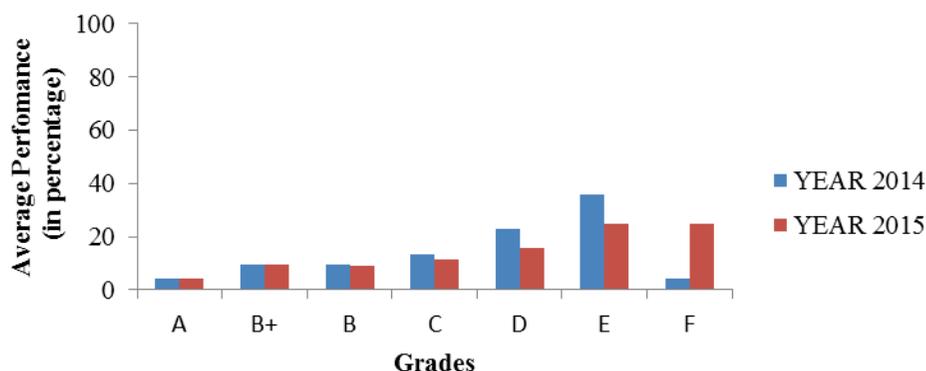
Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report is based on the analysis of the students' items response for Form Two National Assessment in Geography subject for the year 2015. In this report, the performance of the students is regarded as good if the students scored from 50 to 100 percent, average if the scores range from 30 to 49 and poor if the scores range from 0 to 29 percent. These categories of performance are indicated using special colours, whereas green colour indicates good performance, yellow stands for average performance and red denotes the weak performance.

The assessment paper had two sections A and B. Section A consisted of five compulsory questions. Question 1, 2 and 3, which carried 10 marks each, while question 4 carried 21 marks and question 5 carried 19 marks. The total marks for section A were 70. Section B had 5 optional questions and the students were required to answer any (2) questions. Each question carried 15 marks, making a total of 30 marks in this section.

The number of students who sat for FTNA in November 2015 were **363,137**, of which **50.55** percent passed and almost half of students (**49.45%**) failed in this assessment by scoring grade E (**24.71%**) and F (**24.73%**). This performance shows a decrease of **9.29** percent compared to FTNA 2014 performance, where **59.84** percent of **400,895** students passed and **40.16** percent failed. Figure 1 shows comparison of students' performance in FTNA 2014 and 2015.



**The Figure 1:** Comparison of students' performance in FTNA 2014 and 2015.

This report provides the analysis of each question by giving an overview of what the students were required to do, the general performance and the reasons for their performance. Finally, it provides the conclusion, recommendations and attachments which contain the percentage of the students' scores in each question. It is expected that through this report, necessary measures will be taken in order to improve the teaching and learning of Geography in secondary schools.

## **2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION**

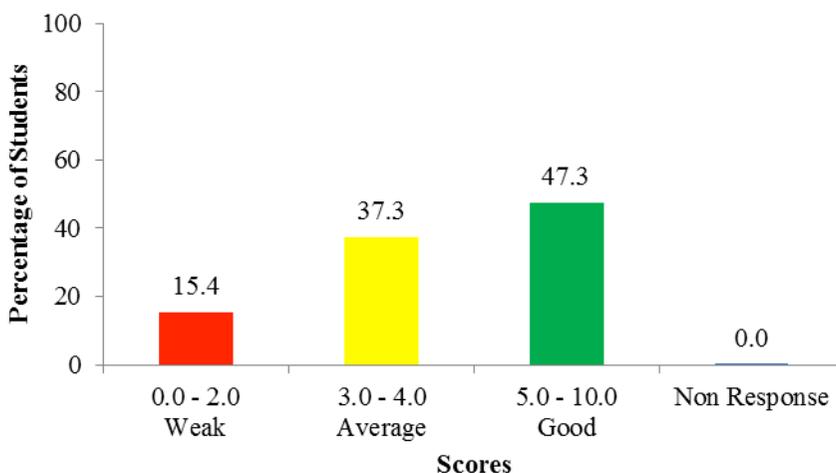
### **2.1 SECTION A: OBJECTIVE QUESTIONS**

There were five compulsory questions in this section. Question 1 consisted of 10 multiple-choice items, carrying a total of 10 marks, while question 2 consisted of 10 matching items which carried a total of 10 marks. Question 3 had 10 True/False items each carrying 1 mark, thus making a total of 10 marks. Question 4 and 5 had short answer items, whereby question 4 carried 21 marks while question 5 carried 19 marks.

#### **2.1.1 Question 1: Multiple Choice Items**

The multiple choice items aimed at testing the students' knowledge on Physical, Human, Practical and Mathematical Geography. This question comprised 10 multiple-choice items. The students were required to choose one correct answer among the four given alternatives.

The question was attempted by 91.5 percent of all the students, of which 0.7 percent scored a 0 mark, 14.7 percent scored from 1 to 2 marks, 37.3 percent scored from 3 to 4 marks, and 47.3 percent scored from 5 to 10 marks. This implies that the question had good performance. However, 17 students did not attempt this question. Figure 2 illustrates the performance in this question.



**Figure 2:** The trend of students’ performance in question 1.

Generally, this question had a good performance, as the majority of the students (47%) managed to choose the correct answers. However, not all the students managed to choose the correct answers of the items. Thus, students’ scores in this question varied. The following were some the strengths and weakness observed in the students’ responses in each option.

Item (i) required the students to identify the meaning of the term environment. The students who chose the correct answer, C: “all things that surrounds human beings”, had sufficient knowledge of the concept of environment. The students who chose A: “living and non-living organism”, B: “living organisms, houses and water” and D: plants, domestic animals and houses” had some ideas on the content of environments but lacked the specific as well as general knowledge of the concept of environment.

Item (ii) required the students to identify the main source of energy on the earth. The students who chose the correct answer C: “the sun”, were knowledgeable with the sun as the main source of energy on the earth, for it produces solar energy. The students who chose A: “wind”, B: “water and D: “natural gas” had knowledge on the other sources of energy which are renewable, but revealed lack of knowledge about the major source of energy on the earth.

Item (iii) required the students to identify the outcome when three heavenly bodies are in one line. The students who chose the correct answer A: “eclipse”, were conversant with the three heavenly bodies which are the sun, earth and the moon. The subsequent events when they are in one line can either cause solar or lunar eclipse, depending on the position of the earth. Those who opted for the incorrect answer, B: “solstice” were misled by the time of the year when the sun is directly overhead at Tropics of Cancer and Capricorn, which results to summer solstice and winter solstice, and associated it with eclipse. The students who chose C: “equinox” had knowledge on the two days of the year when all parts of the earth have almost equal hours of day and night, which is not one of the characteristics of lunar eclipse. The students who opted for D: “solar system”, were probably relating the outcome of the three heavenly bodies when in line with the solar system. In real sense the solar system is made up of the sun, planets, moon, natural satellite, asteroids, comets, stars, meteors and meteorites that surrounds it.

Item (iv) required the students to recognize the advantage of land reclamation. The students who chose the correct answer C: “increase of land” understood the purpose of land reclamation. This is done for land that has been wasted and therefore made useful for various social and economic purposes. The students who opted for A: “soil fertility” were probably trapped by this distractor as an advantage of land reclamation. In real sense, soil fertility is the ability of soil to support plants growth, which is not gained during land reclamation. Moreover, those who chose B: “soil erosion” and D: “decrease of production”, might have confused the word “advantage” with “disadvantage”.

Item (v) required the students to determine the compass bearing of South West. The students who chose the correct answer B: “225 degree” demonstrated the ability of relating the compass bearing and direction as the question demanded. These students were able to find the correct compass bearing since they understood that compass bearing is measured along 360 degree in eight cardinal points. The students who opted for A: “315 degrees”, C: “045 degrees” and D: “135 degrees” might have been attracted by these distractors because they lacked the knowledge on how to relate compass bearing and its correct direction, by using eight cardinal points.

Item (vi) required the students to identify the part of earth which forms continental crust. The students who chose the correct answer B: “Sial”, demonstrated knowledge to distinguish two layers of the crust whereas sial is the layer of the crust, which forms continents. The students who chose A: “Sima” failed to understand the fact that although sial and sima are all layers of crust, the latter underlies continental block and forms ocean. The students who chose for C: “core” and D: “crust” lacked knowledge on the three concentric layers of earth’s surface and the way they are arranged, according to the underlying characteristics of the constituents because crust is the uppermost layer of the earth, while core is the innermost part of the earth.

Item (vii) required the students to calculate the approximate temperature for a place 3000 metres above sea level, if the temperature of Pwani is 20<sup>0</sup> centigrade and is 0 meter above sea level. The students who chose the correct answer A: “2<sup>0</sup> C”, had knowledge on the environmental lapse rate at which temperature decrease with increasing in attitudes at a rate of 1.6 Celsius at every 100 meters above sea level. Also these students were able to identify and use the correct formula in calculating the temperature needed by the question. The students who opted for distracters, B: “2.5<sup>0</sup>C”, C: “18<sup>0</sup>C” and D: “0.2<sup>0</sup>C” lacked mathematic skills in calculating temperature when given the temperature, and distance of a place which is 0 metre above sea level.

Item (viii) required the students to identify the agricultural terminology given to the system of growing one dominant crop. The students who chose the correct answer B “monoculture” had knowledge of the specific system of crop farming, which specifically involves growing single type of crop on the same farm. The students who opted for A: “sedentary” failed to understand that permanent cultivation of crops can not be done in sedentary, because it specifically deals with keeping of small number of livestock in a shed. Other students who opted for C: “mixed farming” lacked knowledge on the system of farming which involves cultivation of crops and livestock-keeping in the same piece of land, which is not monoculture. Those who picked distractor D: “pastoralism” were not aware that pastoralism involves the grazing of livestock in natural pasture land and not growing one dominant crop in a farm land.

Item (ix) required the students to identify the economic uses of water bodies. The students who chose the correct answer, C: “industrial and

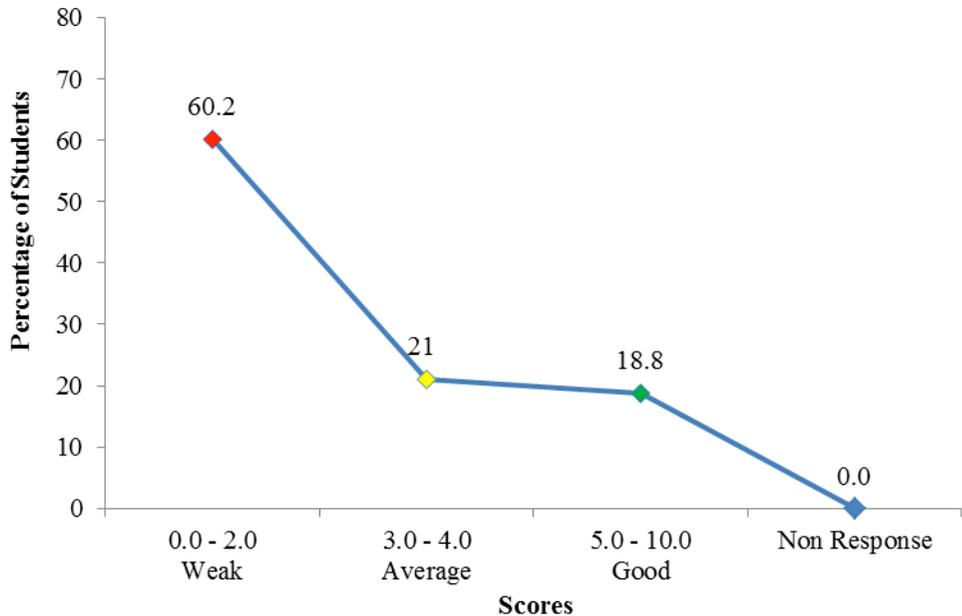
irrigation”, were knowledgeable about water bodies such as rivers, lakes and ponds and their economic uses. Moreover, the students who chose either distractor A: “domestic and industrial”, or B: “washing and transportation” as well D: “irrigation and drinking”, lacked knowledge of identifying and differentiating economic and social uses of water. The three distractors contained one economic use of water, which was difficult to be identified by those students who lacked enough knowledge, and therefore chose incorrect answers.

Item (x) required the students to identify trees with shallow roots which can tolerate the salty condition of sea water. The students who chose the correct answer, C: “mangrove” were knowledgeable about the saline sea water which suits the survival of mangrove trees. However, some students who opted for distractors A: “coniferous”, B: “rainforest” and C: “thickest” had the general knowledge of types of trees but failed to identify specific conditions of water for their survival.

### **2.1.2 Question 2: Matching Items**

The question was compulsory and required the students to match ten (10) items in List A with the correct responses in List B, by writing a letter of the livestock-keeping system while list B, had the terminology of the types of livestock keeping system. Each item carried one (1) mark, making a total of ten (10) marks.

The question was attempted by 91.5 percent of all the students, whereby 60.2 percent scored from 0 to 2 marks, 21 percent scored from 3 to 4 marks, and 18.8 percent scored from 5 to 10 marks. The performance of the students in this question was poor as 60.2 percent scored below 30 percent. However, 40 students did not attempt this question. Figure 3 illustrates the trend of the students’ performance in percentage.



**Figure 3:** The trend of students' performance in question 2.

Generally, this question had a poor performance. However, some students managed to match the correct responses of all items, while others failed to match alternatives of some corresponding items. Thus, students' scores in this question varied. The following were some strength and weakness observed in the students' responses.

Item (i) required the students to match the name of a system that involves keeping a large number of livestock by moving from one area to another in search of water and pasture. The students who managed to choose the correct option B: "nomadic", had knowledge of the system which is practiced by wandering groups of people called nomads, in remote areas. However, other students who opted for D: "transhumance" failed to understand that transhumance is the pastoral farming involving seasonal movement of farmers with their cattle in search of pasture from valleys to upland pastures. Moreover, students who chose "Semi nomadic" were probably misled by the word nomadic, which appears in the word "semi nomadic". In real sense, the two words relate, whereas semi nomadic means transition system between nomadic and sedentary system of livestock-keeping. The students who chose other distractors lacked knowledge on the nomadic system.

Item (ii) required students to match the system of grazing livestock in natural pastureland with the correct response. The students who managed to choose the correct option F: “pastoralism”, had knowledge on the economic activity where people live by grazing livestock in natural pasture. Some of the students who opted for K: “sedentary livestock keeping”, lacked the knowledge of the system. In real sense, in this system animals are kept at one permanent place as opposed to pastoralism, which is a system practiced by wandering groups of pastoralists. Moreover, other students who opted for other distractors had limited knowledge of the system of grazing livestock in natural pasture land.

Item (iii) required the students to match the system of rearing livestock in an extensive area for commercial purposes. The students who managed to choose the correct option H: “ranching” were knowledgeable enough on large-scale livestock-keeping. The students who opted for C: “Dairy farming” and J: “Beef farming”, failed to understand that these are types of commercial livestock-keeping whereas dairy farming, is only for milk production, and the other is for meat production. Moreover, other students who chose other options lacked knowledge of large-scale commercial livestock-keeping in an extensive area.

Item (iv) required the students to match the name for the seasonal movements of herdsmen between lowland and highland in search of water and pasture. The students who managed to choose the correct answer D: “transhumance”, had knowledge of the description of the system. The students who opted for either B: “nomadic” or L: “semi nomadic”, failed to distinguish transhumance from nomadic and semi nomadic thus opted for incorrect responses. In real sense, transhumance is practised by involving farmers with permanent residential place as opposed to nomadic and semi nomadic. The students who had limited knowledge selected other incorrect distractors.

Item (v) required the students to match the name of the system of rearing livestock for production of milk. The students who managed to choose the correct answer C: “dairy farming”, had knowledge of commercial milk production system. The students who opted for J: “beef farming” lacked knowledge of identifying the differences between dairy farming, and beef farming. Similarly, students who chose other distractors had limited knowledge of the system which deals with rearing of livestock for production of milk.

Item (vi) required the students to match the name of transitional system between total nomadic and sedentary livestock-keeping. The students who managed to choose the correct answer L: “semi nomadic”, were knowledgeable with the descriptions of the transitional system between total nomadic and sedentary livestock-keeping. The students who opted for B: “nomadic”, failed to make a distinction between nomadic and semi nomadic because the two systems are closely related. The students who opted for other distractors were just guessing due to lack of knowledge on the subject matter.

Item (vii) required the students to match the name of the system of keeping livestock for meat, hides and wool. The correct response was J: “beef farming”. This was chosen by students who had knowledge on the products of the beef farming system. The students who chose other options had inadequate knowledge of the products from beef farming and as a result they opted for incorrect responses.

Item (viii) required the students to match the name of a system of rearing fowls, duck and geese for meat and eggs. The students who chose the correct answer A: “poultry farming”, had sufficient knowledge of the description of the system which specifically deals with rearing fowls, duck and geese for meat and eggs. Furthermore, those who opted for J: “Beef farming”, were attracted by the word “meat”, which appears in the question, since it can also be used to mean “beef”. Moreover, students who opted for other alternatives had limited knowledge of the characteristics of poultry farming.

Item (ix) required the students to match the name of a system of keeping a small number of livestock in a shed. The students who chose the correct answer K: “sedentary livestock keeping”, were knowledgeable enough to identify the system of keeping a small number of livestock in a permanent resident. The students who chose “poultry farming” were aware that this is done by farmers who are fixed in one area. In most cases, in urban areas, poultry are kept indoor. Thus, students who chose this distractor confused it with the tendency of keeping animals in a shed.

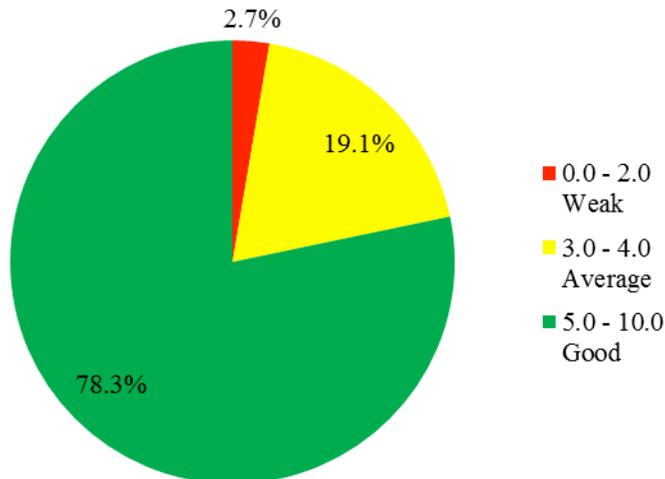
Item (x) required the students to match the name of a system of rearing livestock and cultivation of crops. The correct answer was G: “mixed farming”, which was chosen by students who had knowledge of the description of mixed farming. The students who chose E: “monoculture”,

failed to distinguish the characteristics of monoculture as a system of cultivation of one crop, as opposed to mixed farming. The students who opted for other options were probably guessing due to lack of knowledge on the subject matter because such distractors had no relationship with the question.

### 2.1.3 Question 3: True and False Items

The question was compulsory and consisted ten items (i-x). Each item carried one (1) mark making a total of ten (10) marks. The items were set from various topics. The students were required to write **TRUE** if the statement was correct, or **FALSE** if the statement was not correct.

The question was attempted by 91.5 percent of all students, of which 2.7 percent scored from 0 to 2 marks, 19.1 percent scored from 3 to 4 marks, and 78.3 percent scored from 5 to 10 marks. The general performance of the students in this question was good, as 78.3 percent scored above 30 percent. Figure 4 illustrates the performance in this question.



**Figure 4:** The trend of the students' performance in question 3.

Generally, the performance of students in this question was good, since the majority of the students managed to write the correct responses of all items, while some could not manage to match correctly some of the items

thus causing variation of their scores. The following were some strengths and weaknesses observed in the students' responses.

Item (i) required the students to write True or False on the statement that forests are always natural. The students who had knowledge of the two types of forests, which are natural and planted, wrote the correct answer "False". The students who opted for "True" failed to understand that forests are of two types, which are natural and man-made or planted.

Item (ii) required the students to write True or False on the statement that 247.5 degrees represents the NNW direction. The students who had knowledge of determining bearing with correct direction by using the sixteen cardinal points, provided the correct answer "False". However, the students who opted for "True" lacked the knowledge of the determining bearing with correct direction.

Item (iii) required the students to write True or False on the statement that sustainable mining does not ensure that minerals serve humans for a long time. The students who provided the correct answer "False" had knowledge of the concept of sustainable mining, which entails to continue exploiting mining resources without causing damages to the environment. The students who wrote "True", possibly overlooked the word "does not", which appears in the question and hence opted for "True".

Item (iv) required the students to write True or False on whether continental shelf is a long and fairly narrow raised part of the ocean floor. The students who opted for the correct answer "False" were aware that continental shelf is a gently sloping margin of a continent contrary to the stated statement. The students who wrote "True" lacked knowledge of the descriptions of the features of the ocean floor such as continental slope, ridge, ocean trenches and ocean plain.

Item (v) required the students to write True or False on whether cultural diversity, wildlife, good climate and landscape may favour development of tourism. The students who wrote "True" were knowledgeable of the tourist honeypots which encourage development of the tourism industry. The students who wrote "False" proved to have inadequate knowledge on the different tourists' attractions which facilitate development of the tourism industry.

Item (vi) required the students to write True or False on whether hydrosphere refers to water masses. The students who opted for the correct answer, “True” were knowledgeable of the contents of hydrosphere, which are water bodies of the earth such as ocean, sea, lakes and rivers. The students who chose “False”, had insufficient knowledge of the concept ‘hydrosphere’, therefore they simply wrote false probably by guessing.

Item (vii) required the students to write True or False on whether Stevenson screen is painted white to reflect light from the moon. The correct answer was “False”, which was chosen by students who were knowledgeable that the white colours reflect the light from the sun and not from the moon. However, the students who opted for “True” had limited knowledge that the white surface facilitates in refracting light from the sun.

Item (viii) required the students to write True or False on whether renewable energy cannot be finished. The students who wrote “True” were knowledgeable about the characteristics of renewable energy resources such as winds, sun, tides, waves, biogas, geothermal and hydroelectric power that have the ability to regenerate themselves naturally. The students who wrote “False” proved to lack knowledge of the types of energy which can be renewed and its characteristics.

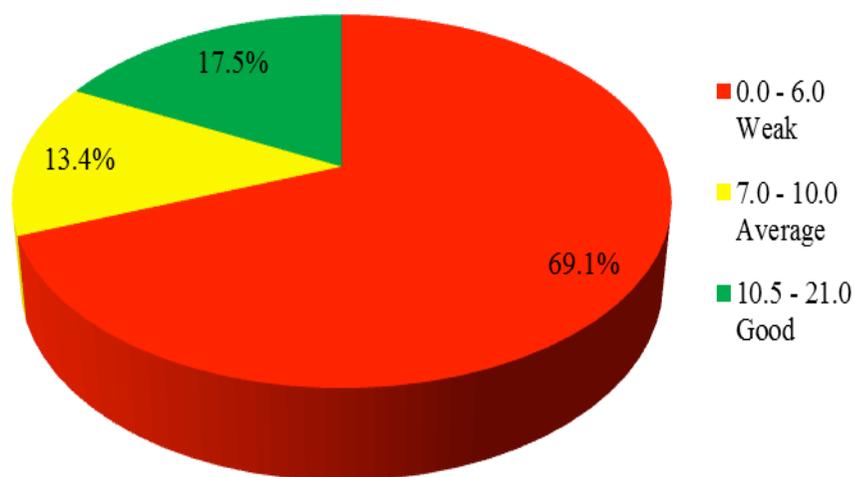
Item (ix) required the students to write True or False on whether the availability of raw materials is not necessary for the development of the manufacturing industry. The correct answer was “False”, which was chosen by the students who were knowledgeable on the important factors for the development of the manufacturing industries such as availability of raw materials, markets, power, labour, capital as well as good transport and communication. The students who wrote “True” showed lack of knowledge on the major factors necessary for the development of the manufacturing industry.

Item (x) required the students to write True or False, on whether rotation of the earth causes difference in time between places. The correct answer was “True”, which was chosen by students who had knowledge on the result of the earth’s rotation such as difference in time between places, day and night, high and low tides as well as deflection of winds and ocean. The students who wrote “False” lacked knowledge on the effects of rotation of the earth.

#### 2.1.4 Question 4: Short Answer Items

The question was divided into four parts (a), (b), (c) and (d). The students were required to: (a) mention three ways of locating places on a map, (b) name three methods used to measure distance of linear features on map, (c) name three ways of expressing a scale of a map by giving one example and (d) mention three human activities which cause forest destruction. The marks allocated for each part were (a) 4.5, (b) 4.5, (c) 6, and (d) 6, making a total of 21 marks. Item (a), (b), (c) were set from map work topic, while item (d) was derived from sustainable use of forest resources topic.

This question was attempted by 91.5 percent of the students 69.1 percent scored from 0 to 6, marks of which 32.5 percent scored a 0 mark, 13.4 percent scored from 6.5 to 10 marks, and 17.5 percent scored from 10.5 to 21 marks. The performance of the students in this question was poor as 69.1 percent scored below 30 percent. Figure 5 illustrates the performance in this question.



**Figure 5:** The trend of students' performance in question 4.

The students who scored from 0 to 6 marks revealed variation in the ability to understand the demand of the question and provision of the correct answers. In part (a), the responses of the students whose marks ranged from 1 to 6, portrayed some little strength such as mentioning only one or two ways of locating places. However, students who scored a zero

mark misunderstood the demand of the question. For example, some mentioned types of scales contrary to the demand of the question, while others responded on the classification of the map scales.

In part (b), some students who misconceived the demand of question, named the instruments which are used to measure distance such as, ruler and string while others named the essentials of a map such as scale, maps, key and direction, and hence scored a zero mark. However, other students were able to name few a methods used to in measuring distance of linear features on a map correctly, and others mixed relevant and irrelevant points.

In part (c), some students mentioned types of scale such as small, large and medium instead of ways of expressing scale on maps, while others misconceived the demand of question as they provided irrelevant answers like types of scales and essentials of a map. However, some managed to name few ways of expressing the scale of a map.

In part (d), the responses of the students who scored a zero mark failed to interpret the demands of the question for example, some mentioned the elements of weather as temperature, rainfall, clouds cover, while others explained the impact of human activities on the environment, like soil erosion and loss of biodiversity. Moreover, some students who scored from 1 to 6 marks were able to mention the correct responses of human activities which cause forest destruction while others the mixed correct and incorrect ones. Extract 4.1 shows the sample of responses from a script of student who provided irrelevant answers in this question.

## Extract 4.1

4	(a) Mention three ways of locating places on map
(i)	Scale
(ii)	Key
(iii)	Scale and Key
(b)	Name three methods used to measure distance of linear features on a map.
(i)	Scale
(ii)	Ruler
(iii)	metre
(c)	Giving one example for each, name three ways of expressing scale of a map.
(i)	Small Scale
(ii)	Large Scale
(iii)	medium scale
(d)	Mention three human activities which cause forests destruction.
(i)	Solar energy
(ii)	Solar System
(iii)	Solar

Extract 4.1 is a sample of the response from the script of a student who provided irrelevant answers. The candidate mentioned essentials of good map in part (a), scale, ruler and metre as ways of locating place in part (b), types of map scale as ways of expressing scale in part(c) and things related to solar as human activities in part(d).

For the students who scored from 7 to 10 marks, in item (a), some managed to mention one or two ways of locating a place on a map correctly, while others mixed correct and incorrect points like chalkboard, scale, key and other irrelevant answers. In item (b), some provided only one correct method used to measure the distance of linear features on a map, while others failed to give the required number of methods used to measure the distance of linear features on a map.

In item (c) some of the students named the ways of expressing the scale of a map but failed to give correct examples, while others failed to give the required points, with relevant examples. In item (d), some of the students provided few human activities which cause forest destruction while others mixed human activities with environmental problems facing humans in the world. Furthermore, others gave incomplete explanations which could not be awarded full marks.

The students who scored from 10.5 to 21 marks had a better understanding of the subject matter compared to the previous groups. In part (a), some were able to mention all the three ways of locating places on a map correctly. In part (b), the students managed to name correctly the three methods used to measure the distance of linear features on a map such as statement scale, representative fraction and linear scale. Furthermore, in part (c) the students managed to name three ways of expressing scale of a map, which are statement scale, ratio scale and linear scale, but some failed to provide examples of the ways of expressing a scale of a map. Moreover, in part (d), the students were able to mention the required points on human activities which cause forest destruction correctly. However, their marks varied depending on the clarity of their answers. Extract 4.2 is an example of a student who performed well in this question.

#### Extract 4.2

4. (a) Mention three ways of locating places on map.

(i) By using bearing and direction

(ii) By using names of places

(iii) By using longitudes and latitudes

(b) Name three methods used to measure distance of linear features on a map.

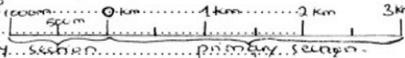
(i) By using piece of paper with straight edge

(ii) By using a string or a thread

(iii) By using a pair of divider

(c) Giving one example for each, name three ways of expressing scale of a map.

(i) Representative Fraction scale.  
Forexample, 1 : 500,000

(ii) Linear scale. Forexample, 

(iii) Statement scale.  
Forexample, 1 cm represents 10 km

(d) Mention three human activities which cause forests destruction.

(i) Agriculture such as shifting cultivation

(ii) Industrial development creates demand of land

(iii) Mining activities

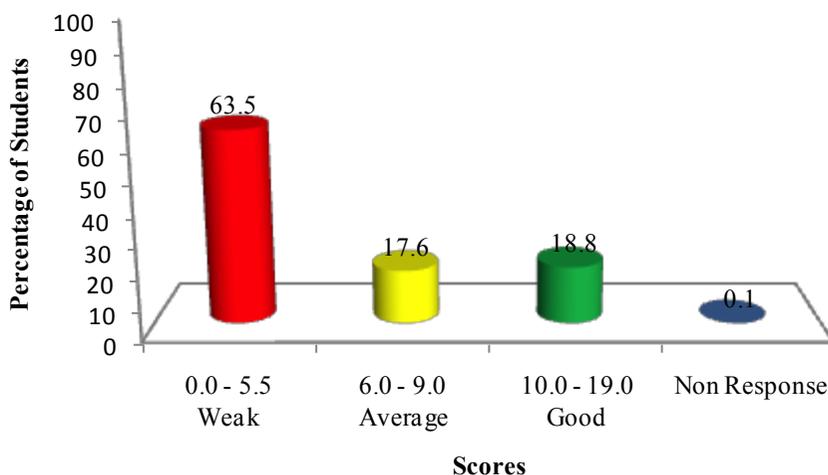
Extract 4.2 shows an extract from the script of a student who mentioned three ways of locating a place on map, named three methods used to measure distance of leaner features on a map and three human activities which cause forests destruction.

### 2.1.5 Question 5: Short Answer Items

The question was compulsory and had two parts (a) and (b). In part (a), the students were required to distinguish between; (i) solar system and solar energy, (ii) raw materials and manufacturing industries, (iii) map and

scale of a map, (iv) plateaus and mountains. Part (b) demanded the students to; (i) define lunar eclipse and (ii) draw a well labelled diagram showing lunar eclipse. The marks allocated for each part were 12 and 7 respectively, making a total of 19 marks.

The question was attempted by 91.5 percent of the students, of which 63.5 percent scored from 0 to 5.5 marks, 17.6 percent scored from 6 to 9 marks, and 18.8 percent scored from 10 to 19 marks. The performance of the students in this question was poor as 63.5 percent scored below 5.5 marks. However, 388 students did not attempt this question. The poor performance in this question was caused by inadequate knowledge on the subject matter and failure to identify the demand of the question. Figure 6 represents the performance in this question in percentages.



**Figure 6:** The trend of students' performance in question 5.

For students who scored from 0 to 5.5 marks, some of them lacked knowledge on the subject matter, failed to understand the demand of the question while others had insufficient knowledge. The candidates who scored a zero mark some gave wrong differences of items while others give irrelevant definitions of other concepts. Furthermore, some of them failed to distinguish some of the items using English Language, and instead used Kiswahili, with incorrect answers while other students did not answer any part the question. However, the students who had insufficient knowledge differed in their responses for instance, in part (a), some students managed to distinguish the task of the items correctly. In part (b),

some managed to define the concept of lunar eclipse but failed to draw the diagram of lunar eclipse. Extract 5.1 shows a sample of responses from the scripts from two students who failed to answer this question correctly.

### Extract 5.1

5. (a) Distinguish the following terms:

(i) Solar system and solar energy.

Solar System of Rearing of livestock and Cultivation of crops  
Solar energy is a Rotation of the earth causes difference in time between places.

(ii) Raw materials and manufacturing industries.

Manufacturing industries is the process of involve the exploitation of Machine in Manufacturing while Raw Materials is the Materials that are cheap supply in difference location or direction

(iii) Map and scale of a map.

is the representative in the north direction or in the earth place while scale map is the compass bearing that showing the difference area on the same place

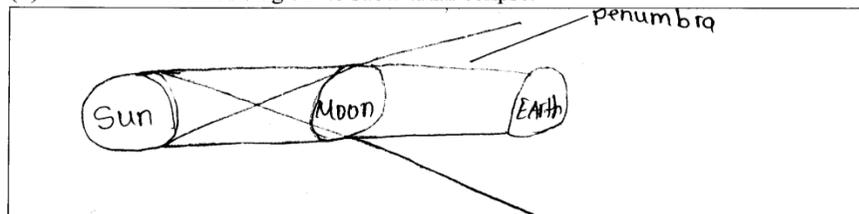
(iv) Plateau and mountain.

plateau is the all sun that big in the down of the sun or in the star Mountain is the biggest amount of all Volcanic mountain example mtma Kilimanjaro

b) (i) Define lunar eclipse.

is the participation shadow of difference place or area at the same time

(ii) Draw a well labeled diagram to show lunar eclipse.



Extract 5.1 Show the sample of responses from two students who provided incorrect answers in this question. In part (a) he/she provided incorrect differences of the items and in part (b) provided incorrect definitions of lunar eclipse and sketched irrelevant diagram.

The students who scored from 6 to 9 marks lacked factual explanation in their responses. However, they had some strength compared to the previous groups in their responses in part (a). Some of the students had good understanding of the concepts from item (i) to (vi) because they managed to distinguish few items correctly while other students gave incomplete distinctions of the concepts. In part (b), some of the students provided the correct definition of lunar eclipse as well as a well labelled diagram of lunar eclipse.

The students who scored from 9.5 to 19 marks had sufficient knowledge as they managed to distinguish few the items correctly. These students managed to define and draw a well labelled diagram of lunar eclipse. However, variation of their marks depended on the degree of relevance and correctness of their explanations. Extract 5.2 shows a sample of the responses from the script of a student who provided a correct answer to the question.

### Extract 5.2

5. (a) Distinguish the following terms:  
(i) Solar system and solar energy.

Solar system is the arrangement of solid heavenly bodies in space in relation to the distance from the sun. It comprises of planets, comets, meteors and meteorites and satellite while solar energy simply means the type of energy obtained from the sun.

- (ii) Raw materials are economic inputs that are changed into useful products in the industry. They're extracted by the primary industry. For example of raw materials are sisal, coffee and so forth while, Manufacturing industries are industries which change already manufactured goods into useful and finished products such as cars, trucks and so forth.

- (iii) Map and scale of a map.

Map is a representation of a part or whole part of the earth surface on a flat surface such as a sheet board or a paper while Scale of a map is the relationship between map distance and ground distance. This relationship can be expressed as 1cm to 2km. 1:50000

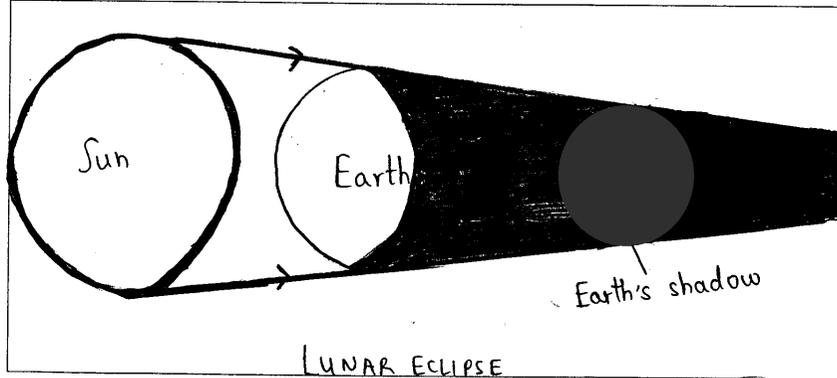
(iv) Plateau and mountain.

Plateau is an extensive highland that is flat on top for example; Central plateau, Nyika plateau while Mountain is a highland that is raised 300 metres above the sea level for example Mt. Kilimanjaro, Mt. Elgon and so forth.

(b) (i) Define lunar eclipse.

Lunar eclipse is an eclipse which occurs when the earth is between the sun and the moon, casting its shadow on the moon.

(ii) Draw a well labeled diagram to show lunar eclipse.

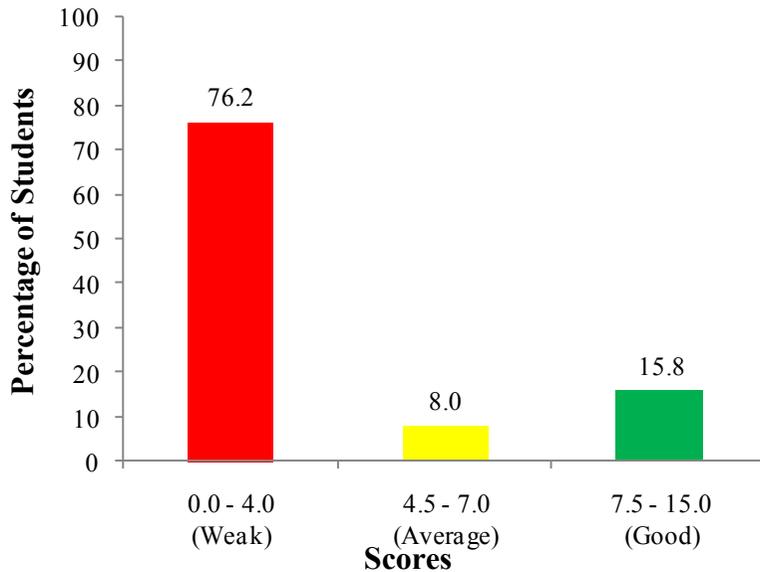


Extract 5.2 is a sample of the response of a student who provided correct answers to all the items in part (a) and (b).

## 2.2 SECTION B: REGIONAL FOCAL STUDIES

### 2.2.1 Question 6: Sustainable Use of Forest Resources

The question required the students to explain five measures which can be taken to ensure the sustainability of forests in Tanzania. It was opted for by 46.5 percent of all the students. 76.2 percent scored from 0 to 4 marks of which 53.6% percent scored 0 mark, 8.0 percent scored from 4.5 to 7 marks and 15.8 percent scored from 7.5 to 15 marks. The performance of the students in this question was poor as the majority (76.2%) scored below average. Figure 7 illustrates the performance in this question.



**Figure 7:** The trend of students' performance.

The students who scored from 0 to 4 marks varied in their ability to understand the demand of the questions as well as the subject matter from which the question was derived. Some of the students who scored a zero mark they mentioned the products of forest resources such as timber, firewood and medicine while others provided potentials of forest resources to human which had no relationship with the demand of the question. Moreover, the students who managed to score 0.5 to 4 marks some were able to explain few measures of ensuring sustainability of forests in Tanzania while others managed to mention the correct points but failed to explain due to English Language skills. Extract 6.1 shows a sample of a response from the script of a student who provided an irrelevant answer.

## Extract 6.1

6. Explain five measures which can be taken to ensure the sustainability of forests in Tanzania.

Forests is the forestry activities which can be either sustainability.

The following are the importance of the forests in Tanzania.

Good climatic change, some of climate are changed from one place to another for the forestry the activities in Tanzania and other country.

Source of medicine, Improvement of forest are improved for the medicine and other. the medicine like the muarabaini, mkharatusi, mkwaju and ubuyu.

Soil fertility, some of the forest are fertility in the soil to the producing the manufacturing industry in the Tanzania and other country for the country.

Source of income, some of the forest are the incoming the sources of the income to the improvement the forest for the income and other.

Good climatic condition, some of the forests are Good climatic condition for the manufacturing and other activities for the same the forestry in Tanzania and other source of the climatic condition.

Extract 6.1 is the sample of the responses from a student who explained the importance of forests, instead of the measures which can be taken to ensure sustainability of forests in Tanzania.

Some students who scored from 5 to 7 marks were able to give a relevant introduction and conclusion and also explained few correct measures which can be taken to ensure forest sustainability. However, others outlined their points but failed to elaborate them clearly due to limited English Language skills. Such students could neither provide introduction and nor conclusions. The diversity of such weaknesses among the students caused their marks to vary greatly.

The students who scored from 7.5 to 15 marks portrayed logical presentation of their arguments and essay writing skills as they were able to answer the question correctly, by explaining the measures such as the use of alternative energy resources, agroforestry, afforestation, reforestation, pass strict laws, mass education and introduction of government policies. Variation in their

marks was due to relevancy and correctness of their responses as well as the number of points which each student gave. Extract 6.2 depicts such response.

### Extract 6.2

6. Forests is the collection of trees which can be either natural or artificial forest. There are two types of forest Natural forests and Artificial forest. The following are measures which can be taken to ensure the sustainability of forests in Tanzania:

Provision of education. The government should provide education to people about the importance of forest. By doing so, people will learn and understand more about forest and its importance.

Enacting rules. By enacting rules the tendency of people to destroy forest will be reduce, rules should be followed and anyone who destroy should be given severe punishment.

Alternative source of energy. Many people use forest as a source of energy, they cut down forest for charcoal. The government should make sure that they introduce other ways to obtain energy like solar energy.

Afforestation and Reforestation. Afforestation is a situation of planting trees a place where there is no trees and reforestation is the situation of planting trees where by the trees where cut down. by so doing people will be able to conserve their environment.

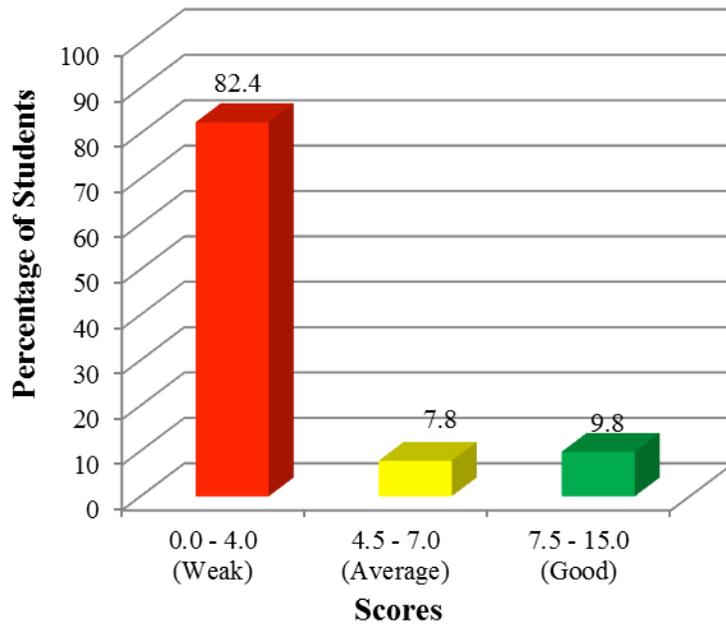
Government policy. The government policy will help the people to follow what is said the government. forest will be well maintained and conserved.

All in all the above points are the measures which can be taken to ensure sustainability it will help alot in conserving the environment.

Extract 6.2 is the sample of a response from the students who explained correctly the measures which can be taken to ensure the sustainability of forests in Tanzania.

### 2.2.2 Question 7: Agriculture

The question demanded the students to describe five negative effects of crop cultivation to the environment. This question was opted by 33 percent. 82.4 percent of the students scored from 0 to 4 marks, of which a total of 13,965 (67.0%) students scored a 0 mark, 7.8 percent scored from 4.5 to 7 and 9.8 percent scored from 7.5 to 15 marks. The performance of the students in this question was poor, as only 17.6 percent scored above 30 percent. Figure 8 illustrates the performance in this question.



**Figure 8:** The trend of students' performance in question 7.

Some students who scored from 0 to 4 marks some lacked knowledge of the subject matter while others had insufficient knowledge of the subject matter. The students who scored a zero mark some provided irrelevant responses such as describing the characteristics of large-scale agriculture and environmental issues while others provided irrelevant responses which had no relation with the question. Furthermore, the students who scored from 0.5 to 4 marks some were able to outline few negative effects of crop cultivation to the environment while others mixed relevant and irrelevant points. Extract 7.1 shows the sample from script of a student who misunderstood the demand of the question.

## Extract 7.1

7. Describe five negative effect of crop cultivation on the environment.

Source of food. Trees with shallow roots to rotate soil. Condition of sea water are called Coniferous which among the following are the economic or Uses of water bodies. The part of the earth which Continental crust is called Si al

Source of Income. The temperature of water is. mutual above the sea Centigrade. water is approximat. Temperature of a place meter above their sea level is the representation of the earth surface piece of wood and sheet of paper. There are two types of map. topographical map and attack map. each one the or point is about

Source of Improvement. It the keeping and large number of livestock by moving from one areas to another by search water and ocean at atmosphere keeping small number of grasses. eg.

Extract 6.2 is the sample of a response from a script of the student who explained the importance of crop cultivation instead of providing the negative effects of crop cultivation to the environment.

The students who scored from 4.5 to 7 marks had knowledge of the subject matter but they failed to exhaust the full requirement of the question. Some mixed up correct and incorrect responses while others outlined the points without giving any explanations.

The students who scored from 7.5 to 15 marks of the allocated marks were able to address the needs of the question in well-organized essays by describing the negative effects of crop cultivation to the environment, such as, destruction of catchment area and soil erosion. However, variation of their marks depended on the degree of relevancy and completeness of their descriptions. Extract 7.2 shows the response from a student who answered the question relatively correctly.

## Extract 7.2

Qn. 7 Crop cultivation refers to the practice of cultivating the land for the growing of crops such as food crops or cash crops. examples of crops are maize, cassava, potatoes, tobacco, and rubber.

However crop cultivation can have negative impact to the environment, such impacts are as follows:

Firstly, deforestation. This refers to the situation whereby large number of trees has been cleared down. This occurs when trees are cleared down for the establishment of farms or plantation hence this can result to deforestation.

Secondly, desertification. This is the process whereby a place develops aridity conditions such as high temperature, shortage of water. Due to cutting down of trees for establishment of plantation, there can develop aridity condition as the result of shortage of rainfall.

Thirdly, decrease in soil fertility and soil pollution. Excessive use of insecticides and pesticides tend to add chemicals on the soil that can result to loss of soil fertility and soil pollution.

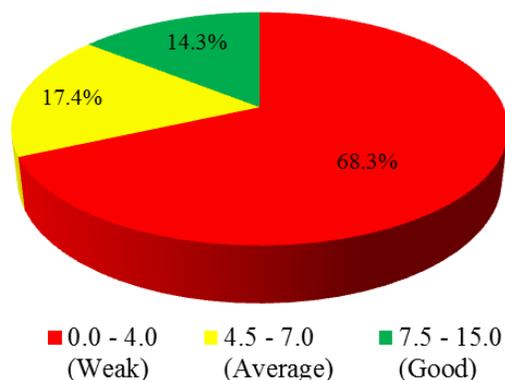
Fourthly, Loss of some tree species. Methods of crop cultivation such as shifting cultivation involves moving from place to place clearing down the land for cultivation this cause loss of some tree species as the result of clearing down of forests and trees.

Fifthly, pollution of water sources, dissolved chemicals from the farm yards can be carried away by surface run offs to water sources such as rivers, springs or lakes this can lead to pollution of water sources.

In extract 10.2 the student correctly described the negative effects of crop cultivation to the environment.

### 2.2.3 Question 8: Sustainable Use of Power and Energy Resources

This question required the students to describe five uses of petroleum in Tanzania. It was among the least opted question as only 20.9 percent of all the students opted for it. 68.3 percent scored from 0 to 4 marks, of which a total of 18,712 (5.2 0%) students scored 0 mark, 17.4 percent scored from 4.5 to 7 marks, and 14.3 percent scored from 7.5 to 15 marks. The performance in this question was average as 31.7 percent of the students scored above 30 percent. Figure 9 illustrates the performance in this question.



**Figure 9:** The trend of students' performance in question 8.

Some students who scored from 0 to 4 marks managed to outline only a few uses of petroleum in Tanzania, while others failed to understand the demand of question, and therefore provided irrelevant answers. For example, some explained the sources of the energy such as sun, wind, coal, water and natural gas, while others provided categories of fuel, as evidenced in Extract 8.1.

## Extract 8.1

To describe few uses of petroleum in Tanzania.  
The following are the uses of petroleum in Tanzania which are:  
Oil is the uses of petroleum in Tanzania. It help to control material of example car, bus, train, motor cycle.  
Diesel, So diesel is the uses of petroleum in Tanzania. also diesel it help to conduct the industry and other.  
Petrol, Petrol is the another uses of petroleum in Tanzania. also petrol it help to produce the large quantity of the machine and produced in the car, bus, train and motorcycle in the transport.  
Gas, Gas is the uses of petroleum in Tanzania. so gas can be found in saga saga. so gas it help to conduct the electricity in the world in Tanzania. a gas can start to conduct electricity in the Tanzania.  
natural gas, natural gas is the one of uses of petroleum in Tanzania.

Extract 8.1 shows the sample of a part of a students' irrelevant response. The student failed to describe uses of petroleum and instead he/she explained about the products obtained from oil refining.

Some students who scored from 4.5 to 7 marks were able to describe a few correct points while others gave incomplete descriptions of correct points in this question. Moreover, others described their points repeatedly. Furthermore, others mixed correct and incorrect uses of petroleum in Tanzania. Generally, these students lacked sufficient knowledge regarding the concept of petroleum. Thus, their marks varied depending on the quality of their responses.

The students who scored from 7.5 to 15 marks understood the requirements of the question and had sufficient knowledge of the subject matter hence managed to describe the uses of petroleum such as to run machines in the

industries, production of chemical and source of energy. Moreover, these students had skills in answering essay questions as they were able to give correct introductions, described the points end up with conclusions. The students' ranges of scores in this group were determined by the correctness and clarity of their responses. Extract 8.2 presents such a response.

### Extract 8.2

Petroleum in Industries: Petroleum is used in running machines mostly in industries in Tanzania, most available source in Tanzania.

Petroleum in Transportation: Most cars, buses, aeroplanes, trains used petroleum thus increase the development of transportation in Tanzania.

Petroleum in production of chemical: Petroleum contain chemical extracts in it so the petroleum is taken to industries as we can use some chemical used in lab or sprays also include petroleum in its ingredients.

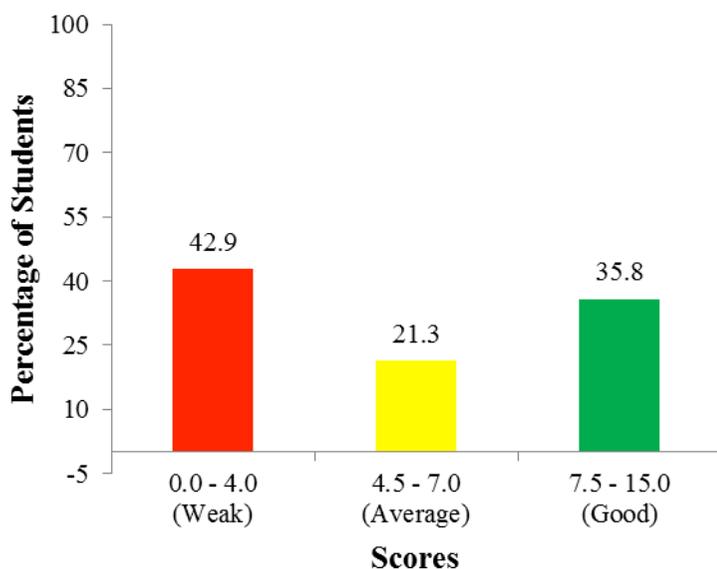
Petroleum is used in explosives especially in mines when farmers want to dig a deposit they used explosives which contain petroleum because petroleum is not only petroleum is flammable but also explosive.

Petroleum is source of energy: As when we heat petroleum it produces energy thus changed into either heat energy, electric energy thus petroleum is a good source of energy in Tanzania.

The response from a script of the student who described the uses of petroleum in Tanzania correctly.

#### 2.2.4 Question 9: Water Management for Economic Development

The question demanded the students to explain six advantages of water bodies to human life. It was chosen by 72.2 percent of all the students. 42.9 percent scored from 0 to 4 marks, of which a total of 30,770 (8.5%) students scored 0 mark. 21.3 percent scored from 4.5 to 7 marks, and 35.8 percent scored from 7.5 to 15 marks. The performance in this question was good, as 57.1 percent of the students scored above 30 percent. Figure 10 illustrates the performance in this question.



**Figure 10:** The trend of students' performance in question 9.

The students who scored from 7.5 to 15 marks provided good introductions, elaborated their points clearly and concluded properly. They were able to explain the advantages of water bodies to human life, such as availability of food, home of aquatic life, source of hydroelectric power generation, irrigation, navigation and tourists' attraction. Good performance in this question might have been caused by the students' familiarity with the water bodies like spring water, rivers, ponds, lakes and oceans which are found around their settlements. The correctness of their points and clarity of their arguments was the basis for variation of their scores. Extract 9.1 is an example of such responses.

## Extract 9.1

7. Water is a universal solvent which dissolve all solide. we have different water bodies as rivers, lakes, oceans, sea, dams. There are two types of underground water: juvenile water and meteoric water. Below are some of the advantage of water bodies.

Industrial Usage, water is used in different types of industrial. it is used to cool the machines, and also it is used to as a raw material, water is used in production of different goods which may be as soda, milk, juice.

Irrigation, also water is used for irrigation means watering flowers and also different crops. the plants and crops grow just because of irrigation. by doing so, this helps in improving and devpment of our country.

Transportation, also water is used as transportation means. as different water bodies as used as ocean, rivers, lakes and oceans. It is one of a good means of transportation. it is depined as water transportation.

Economic usage, also water is used for economic purpose as construction. and also economical water is used in different aspects to you and all the society.

Water is used for washing. water also is used for mopping. our clothes looks neat and cleaning by washing. without water we could not be able to do different activities.

Water for drinking, water bodies distribute water to different places as people connect and controll different house holds. water is used for drinking in case your thirsty.

Extract 9.1 shows a part of good response. The student managed to give a relevant introduction and explained the advantages of water bodies correctly.

As for students who scored from 4.5 to 7 marks, some managed to give relevant introductions and conclusions. Also, they explained a few advantages of water bodies to humans life, while others mixed up relevant and irrelevant points. Moreover, others explained only a few correct points, and therefore the disparity in ability to provide correct answers resulted to varied scores.

For students who scored from 0 to 4 marks, some lacked knowledge of the subject matter while others had insufficient knowledge of the subject matter. The students who scored a zero mark some gave types of water bodies like lakes, rivers, oceans and water basin others explained the types of underground water such as connate water, meteoric water, juvenile

water and oceanic water. Furthermore, students who scored from 0.5 to 4 marks some mentioned few advantages of water bodies to human life while others gave incomplete explanations of their responses. Extract 9.2 depicts an irrelevant answers from the script of a student.

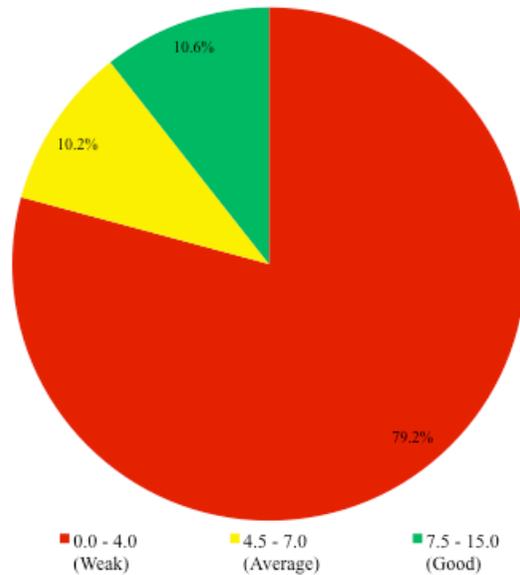
### Extract 9.2

Water is keeping of meat hide and wool  
 Water is helping water the agricultural meat and  
 water is very happy for support the life for the human  
 being and Animal, plant and etc.  
 Water is the movement of people because system of  
 cultivation of crops and keeping small number of livestock  
 sustainable mining is ensure that minerals serve human for  
 a long time is a cheap of forest, plant and supporting the  
 agriculture is also it serve for movement of people and  
 a chance of your earth, earth is good manner of water  
 Human of the endanger of course of the water body  
 Water bodies are soft water a person is dease  
 because is drink water waste example dease from drinking  
 water waste cholera, virus, stomach, eange and etc  
 Water is very happy of human being and plant  
 Animal and etc

In extract 9.2, the student failed to meet the needs of the question. He/she explained the concept related to livestock keeping and crop cultivation instead of the advantages of water bodies.

### 2.2.5 Question 10: Tourism Industry

The question demanded the students to elaborate five honeypots found in Tanzania. This question was opted for by 26.5 percent of all the students. 79.2 percent scored from 0 to 4 marks, of which a total of 34,114 (9.4%) students scored a 0 mark, 10.2 percent scored from 4.5 to 7, and 10.6 percent scored from 7.5 to 15 marks. The performance in this question was poor, as only 20.8 percent of the students scored above 30 percent. The poor performance in this question was caused by the students' inadequate knowledge of the subject matter and inability to identify the task of the question. Figure 11 illustrates the performance in this question.



**Figure 11:** The trend of students' performance in question 10.

The majority of the students who scored from 0 to 4 marks varied in their ability to understand the demand of the questions as well as the subject matter from which the question was derived. Some of the students who scored a zero mark failed to provide relevant introductions and conclusions. Moreover, others outlined points which were not related to the question for example they elaborated types of transport such as land, water, pipeline and air way transports instead of honeypots. Furthermore, students who scored from 0.5 to 4 marks some were able to elaborate few tourism honeypots in found in Tanzania and mentioned some destination while others mentioned the honeypots without giving any elaborations. Extract 10.1 is a sample from a student who provided irrelevant responses.

### Extract 10.1

The following tourist honeypots found in Tanzania

- a) railway transport; for example by using train
- b) land transport; for example by using bus etc.
- c) Water transport; for example by using boats etc.
- d) Pipeline transport; for example by using pipe.
- e) Air transport; for example by using balloon, e. glider, helicopter, etc.

Extract 10.1 is the sample of the response from a student who mentioned the types of transport instead of tourist honeypots in Tanzania.

As for the students who scored from 5 to 7 marks, some managed to elaborate a few honeypots found in Tanzania correctly, while others identified the related points but failed to elaborate them clearly, probably due to limited English Language skills. Moreover, some made repetitions of explanations, like climate with weather condition, cultural diversity with languages and housing styles and mountains with physical features. These explanations however, meant the same thing. The diversity of such weaknesses among the students caused their marks to differ.

The students who scored from 7.5 to 15 marks had sufficient knowledge of the topic on tourism as they were able to give relevant introductions, elaborated the points and finished up with a relevant conclusion. Such good responses could be caused by the fact that apart from being taught in schools, the students might have been familiar with the tourists' attractions in Tanzania through advertisement in various mass media. However, students' marks in this group varied from 7.5 to 15, depending on the relevancy and correctness of their explanations. Extract 10.2 is a sample of such responses.

## Extract 10.2

Tourism is the movement of people to different places for leisure and pleasure. In East Africa, Tanzania is a fore coming country that may be developed in tourism industry. This can be due to the presence of the following attractive centres in Tanzania.

Presence of attractive landscape; In Tanzania, there is a variety of great lakes such as Lake Victoria, Lake Tanganyika (the deepest lake in Africa). Also the presence of mountain Kilimanjaro and Mt. Meru has attracted many tourists.

Presence of National Parks and Game Reserves; Tanzania has a number of national parks and game reserves that has been attracting the tourists such as Serengeti, Manyara, Tarangire, Mahale, Gombe etc.

Availability of Pre-historical sites; historical sites such as Kondoa Irangi, Olduvai Gorge, Kalenga etc has attracted alot of tourists to date.

Cultural diversity; also tourist are attracted with the culture of some societies in Tanzania such as the makonde carvings and maasai dressing.

Good climate; also the warm coastal climate of Tanzania has been attracting many tourists.

In conclusion; Peace and security should also keep on been observed in Tanzania inorder to increase the number of tourists

Extract 10.2 depicts the sample of response from one of the student who managed to elaborate the Tanzanian honeypots correctly.

### 3.0 PERFORMANCE OF STUDENTS IN EACH TOPIC

The analysis of the students' performance shows that good performance was in question 1, 3 and 9. Questions 1 was set from five topics which are *Water Management for Economic Development, Solar System, The Major Feature of the Earth's Surface, Agriculture and Sustainable Use of Forest Resources* and its performance was 84.6 percent. Question 3 was set from nine topics which are *Sustainable Use of Forest Resources, Solar System, Sustainable Mining, The Major Feature of the Earth's Surface, Tourism, Weather, Manufacturing Industry and Sustainable Use of Power and Energy*

*Resources*. Its performance was 97.3; while question 9 was set from the topic of *Water Management for Economic Development* and its performance was 56.9. The analysis of the students' performance shows that good performance in question 1, 3 and 9 was mainly attributed to by students wide knowledge of the topics from which the questions were derived, and their ability to understand the demand of the question.

The performance in questions 4, 5, and 8 was average. Question 4 was set from the topic on *Map Work and Sustainable Use of Forest Resources* topics and its performance was 30.9 percent. Question 5 was set from four topics which are: *Solar System, Map Work, Manufacturing Industry* and *Major Features of the Earth Surface*. Its performance was 36.5 percent and question 8 was set from *Sustainable Use of Power and Energy Resources* and its performance was 31.6.

The poorly performed questions were 2, 6, 7 and 10. Question 2 and 7 were set from the topic on *Agriculture* topic and its performance was 28.7. Question 6 was set from the topic on *Sustainable Use of Forest Resources*, and its performance was 23.8 percent, while question 10 was set from *Tourism* and its performance was 20.8 percent (*see Appendix*).

#### **4.0 CONCLUSION**

The overall performance of the students in the Geography paper for Form Two National Assessment (FTNA) in 2015 was graded average, as 50.55 percent of the student who sat for this assessment passed. The analysis of the students' performance indicates that good performance was from question 1, 3 and 9, the average performed questions were 4, 5 and 8 these, performance was mainly caused by students wide knowledge of the topics from which the questions were derived and their ability to understand the demand of the question.

Question 2, 6, 7, and 10 were poorly performed. The analysis of students' responses shows that poor performance in questions 2, 6, 7, and 10 was caused by students' lack of knowledge on the topic, failure to identify the demand of the question, English Language skills and lack of good essay writing skills.

## **5.0 RECOMMENDATIONS**

In order to improve the performance of the students in this subject, the following are recommended:

- (a) The students should be reminded to read the questions carefully before attempting them so as to identify the what each question demands. Moreover, teachers should impart this knowledge and appropriate skills.
- (b) Students should be exposed to reading of more geography books, journals and pamphlets so as to increase their knowledge in Geographical topics.
- (c) The use of English Language should be encouraged in order to improve the students' language. Schools are advised to initiate programmes such as participation in both interclass and interschool debating clubs which may help in improving English Language skills.
- (d) Teachers should provide enough exercises and tests in order to reinforce the students' understanding of Geography concepts.
- (e) Teachers should use appropriate teaching methods and relevant teaching aids such as drawings, demonstrations and illustrations to enhance the students understanding and to nurture drawing skills.

## A summary of the Students' Performance Questionwise

S/N	Topic	Question Number	Percentage of Students Who Scored 30 and Above Marks	Remarks
1.	Sustainable Use of Forest Resources Solar System, Sustainable Mining, The Major Feature of The Earth's Surface, Tourism, Weather, Manufacturing Industry, Sustainable Use of Power and Energy Resources	3	97.3	Good
2.	Water Management for Economic Development , Solar System, The Major Feature of the Earth's Surface, Agriculture and Sustain Use of Forest Resources	1	84.6	Good
3.	Water Management for Economic Development	9	56.9	Good
4.	Solar System, Manufacturing Industry, Map Work, The Major Feature of the Earth's Surface,	5	36.5	Average
5.	Sustainable Use of Power And Energy Resources	8	31.6	Average
6.	Map Work and Sustainable Use of Forest Resources	4	30.9	Average
7.	Agriculture	2 & 7	28.7	Poor
8.	Sustainable Use of Forest Resources	6	23.8	Poor
9.	Tourism	10	20.8	Poor

