

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



STUDENTS' ITEM RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2019

013 GEOGRAPHY

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FOREWORD

This report analyses the performance of students who sat for FTNA in 2019 in Geography subject. The paper assessed the students' competences according to the Form one and Form two topics in Geography syllabus of 2005, following the Examination Format of 2019. The National Examinations Council of Tanzania (NECTA) has developed a practice of providing feedback on the performance of students by preparing the *Students' Item Response Analysis* (SIRA) reports.

The report is mainly based on responses obtained from students' scripts and statistical data processed by the NECTA. The examiners have analyzed students' responses for each question and identified some factors for good or poor performance in the respective items. Some of the established reasons for poor performance include students' inability to interpret the demands of the questions, insufficient knowledge in applying formulae as well as lack of knowledge in various topics. Each factor has been elaborated using the extracts of sample answers that have been taken from the students' scripts.

The National Examinations Council of Tanzania hopes that the feedback provided in this report will be useful to education stakeholders in deciding appropriate measures to enhance students' performance in the future.

Finally, the Council would like to express its appreciation to all who played a key role in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

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1.0 INTRODUCTION

This report presents the analysis of the students' performance who sat for the FTNA in Geography subject in November, 2019. The assessment paper covered the form one and two topics in Geography Syllabus of 2005 and adhered to the Examination format of 2019. There was a total of 609,353 registered students, of which 571,411 students sat for the assessment. In this assessment 365,168 (63.99%) students passed. The performance rate of students in FTNA in this subject has increased by 0.62 percent compared to 2018 where 63.37 percent of students passed.

The paper comprised of ten (10) questions which were distributed across sections A, B and C. Students were required to answer all questions in sections A and B and any two questions from section C. Section A consisted of three objective questions. Question 1 involved ten multiple-choice items, while question 2 consisted of five matching items. Question 3 comprised of ten True/False items. Section A carried a total of 25 marks. Section B consisted of three short answer questions (questions 4, 5 and 6) which weigh 15 marks each making a total of 45 marks. Section C consisted of four essay questions (7, 8, 9 and 10), the students were required to answer only two questions. The section carried 30 marks.

In this report, the analysis on individual question is presented by indicating the demand of each question followed by the analysis of the students' performance in the particular question. The criterion used in the analysis is based on the percentage of the students who scored from 30 percent or more of the marks allocated in the question. Therefore, the performance in a question was considered good, average or poor if the percentage lay in the intervals of 65 to 100, 30 to 64 or 0 to 29 respectively. The performance is indicated by using green, yellow and red colours. Green colour is used for good performance; yellow indicates average performance while red shows weak performance.

Furthermore, the report highlights strengths and weaknesses observed in the students' answers and identify some possible reasons for the same. The percentages of scores in each group are summarized in charts or graphs. In addition, relevant extracts of the students' responses from the scripts were used as samples to illustrate poor or good performance.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: OBJECTIVE QUESTIONS

This section comprised of three compulsory questions. Question 1 consisted of 10 multiple-choice items carrying a total of 10 marks, while question 2 consisted 5 matching items with a total of 5 marks. Question 3 had 10 True-False items, each carrying 1 mark, making a total of 10 marks.

2.1.1 Question 1: Multiple Choice Items

The question instructed the students to choose the correct answer from the given alternatives and write its letter besides the item number. The items were composed from practical and mathematical Geography, human Geography, solar system and physical Geography. The question aimed at testing the students' knowledge on various topics in Geography and its application in the society.

This question was attempted by 571,100 (100%) students of which 80,662 (14.1%) scored from 7 to 10 marks indicating good performance, while 379,533 (66.5%) students scored from 3 to 6 marks which indicates average. The analysis shows that 110,905 (19.4%) students performed poorly by scoring from 0 to 2 marks. In general, the students' performance in this question was good because 460,195 (80.75%) students scored from 3 to 10 marks, as shown in figure 1.

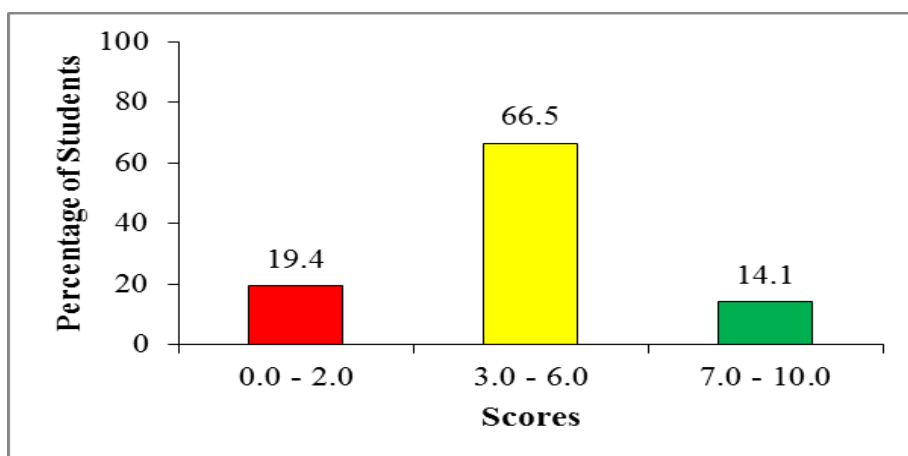


Figure 1: Percentage of students' performance in question 1

Analysis of students' items responses indicates that, some of the students performed poorly because of their poor understanding of the tested concepts. Those who managed to choose the correct options were knowledgeable of the tested concept. Further analysis for each of the items is given in the following:

Item (i) required the student to identify one characteristic of equatorial climate. The correct answer was D *Thick forest*. The students who choose the correct answer had sufficient knowledge on the equatorial climate and its characteristics. Those who opted for distractor A *low rainfall* and C *Low humidity* which are the characteristics of semi-arid regions lacked knowledge on the characteristics of equatorial climate. Likewise, for the students who opted for distractor B *Moderate temperature* were unaware that moderate temperature is a characteristic of Tropical marine climate.

Item (ii) required the student to identify the direction to which compass needle points. The correct option was A *magnetic north*. This was chosen by students who had sufficient knowledge on the types of north direction and their descriptions. Those who opted B *true north* and C *Grid north* were aware about the types of north direction but failed to recognise the correct one, as True North is the direction towards 90^0 north at which Longitude from any place on the earth's surface meet while Grid North is a North direction to all maps which are drawn using Grid system. The students who opted for D *Compass bearing* were distracted by the word compass which was in the stem of the question.

In item (iii), the students were required to name the type of cultivation of cash crops based on application of advanced technology. The correct answer was B *Large scale agriculture*. The students who chose that were familiar with characteristics of large scale agriculture. The students who opted for incorrect alternatives A *subsistence agriculture* and D *small scale agriculture* failed to understand that these are peasant farming systems which deal with the cultivation of food crops mostly for consumption. The students who opted for C *mixed farming* failed to understand that mixed farming is not applicable in cash crops production.

Item (iv) demanded the student to identify the condition of the atmosphere recorded for a short period of time. The correct answer was C *Weather*. The students who got it right were aware of the concept of weather. Those who opted for distractor B *Rainfall* and D *Temperature* confused the general meaning of weather and the element of weather. The students who opted for alternative A *climate* were familiar with the condition of atmosphere, but failed to differentiate which one is recorded for a short period of time and which one is recorded for a long period of time.

In item (v), the students were demanded to choose one of the types of earth's movements which result to four seasons of the year. The correct response was C *Revolution of the earth*. The student who opted for D had knowledge about the outcomes of revolution of the earth. Those who opted for A *Rotation of the earth* were familiar with the earth movements but failed to recognise the earth's movement, which gives out four seasons of the year. The students who opted for incorrect answers B *Lunar eclipse* and D *solar eclipse* had inadequate knowledge on the earth movements, because Lunar and Solar eclipses are two types of eclipses in the solar system which are not related to earth movements.

Item (vi) required the students to identify a term which refers to the seasonal movements of herdsmen between lowlands and highlands in search of water and pasture. The correct answer was A *Transhumance*. The students who selected A were knowledgeable about different types of pastoralism. Those who opted for incorrect response C *Pastoralism* were familiar with livestock keeping but failed to recognise that pastoralism is the general term for rearing of livestock but it is not specific for seasonal movement of herdsmen between lowlands and highlands. The students who chose B *hunting* had no knowledge on the subject matter. Those who opted for D *agriculture* had a general knowledge about agriculture, but failed to recognise which system of animal keeping involves seasonal movements of herdsmen between lowlands and highlands.

In item (vii) the students were required to point out when the summer solstice in the southern hemisphere occurs. The correct answer was D *22nd December*. Those who opted for D were familiar with the

concept of revolution of the earth which is a result on changing in the altitude of the midday sun at different times of the year. Some of the students who chose A *21st June* failed to recognize that at this time the sun is overhead along the tropic of cancer while B *23rd September* the sun is overhead at midday along the equator which is Equinox. Further analysis shows that, the students who chose incorrect answer C *21st September* lacked the general knowledge on the changing altitude of the midday sun at different times and the scheduling of different seasons of the year.

Item (viii) demanded the students to identify a feature formed as a result of a long and fairly narrow stretch of land that extends through plains, hills or mountains. The correct response was C *Valley*. The students who selected C had clear understanding of the features of the earth's surface and clearly understood the demand of the question. For those who opted for A *Basin* or D *Depression* failed to recognise that *Basin* is a shallow circular ditch in the land surface while depression is a hollow relatively sunken area. Those who chose incorrect answer B *Plateau* which is an extensive, relatively flat upland with gentle sloping either on one side, had no knowledge on the subject matter.

In item (ix), the students were required to name the winds which blow from the sea to land. The correct alternative was B *sea breeze*. The students who were knowledgeable selected the correct response which clearly matches the explanation. Those who chose A *wind breeze* and C *land breeze* had an idea of land breeze and sea breeze but failed to differentiate between the two. The students who opted for D *ocean currents* had limited knowledge on the subject matter because *ocean currents* are movements of surface water in the ocean.

In item (x) the students were required to give the direction where time increases by 4 minutes for every 10 of Longitude. The correct answer was D *West to East*. The students who were familiar with the longitude and time calculations which changes with the earth's rotation on its own axis from West to East managed to identify the correct response. Their choice demonstrates that they had sufficient knowledge on the subject matter. The students who opted for A *North to South*, B *East to South* or C *West to South* had poor knowledge on the concept of

Longitude and time as well as the effects of earth's rotations from west to East.

2.1.2 Question 2: Matching Items

This question tested students' knowledge on solar system. The question required the students to match the items (i-v) in **List A** with correct responses in **List B**. **List A** comprised with descriptions of the solar system, while **List B** consisted of terminologies of the specific type of component of solar system. Each item carried 1 mark, making a total of 05 marks

The question was attempted by 571,076 (100%) students. The analysis indicates that where by 251,291 (44%) scored from 0 to 1 mark, 217,059 (38 %) scored from 1.5 to 3 while 102,726 (18%) scored from 3 to 5 marks. Generally, the performance in this question was average because 319, 785 (56%) students scored 30 marks and above. Figure 2 shows the percentage of performance for each group.

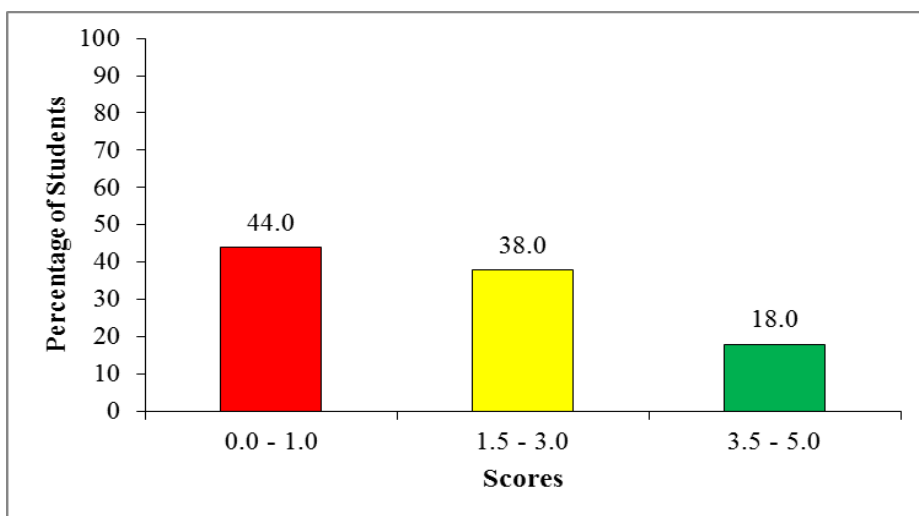


Figure 2: percentage of the students' performance in question 2

Item (i) required the students to match the term which means *the moons of the planets*. The correct response was C Satellite. The students who managed to choose the correct answer C *Satellite* demonstrated adequate knowledge on the components of the solar system. However, the students who matched it with G *Moon* probably were attracted by the word *moon* which appeared in the stem of the item which is the

satellite of the earth. Other alternatives chosen by the students had no close relationship with item (i).

Item (ii) required the students to identify the term which refers to the *Pieces of hard matter falling from outer space*. The correct response was D *Meteors*. Other students who opted for F *comets* could have confused the word *Meteors* with *Comets* since both can be seen in the sky during the night. However, comet is a mass of ice and dust that moves around the sun, while meteors are pieces of hard matter falling from the outer space. Therefore, their choices were incorrect. Moreover, due to limited knowledge on other bodies in the solar system, some students chose other incorrect alternatives.

In item (iii), the students were required to identify the correct term for expression *natural satellite of the earth*. Some of the students who were familiar with the concept of solar system specifically on other bodies in the solar system managed to choose the correct response which was G *moon*. The students who chose incorrect alternative C *satellite* were attracted by a word satellite which appeared in the stem of item. Others who opted for D *Meteors*, F *Comets*, B *Mars* had insufficient knowledge on the subject matter.

In item (iv), the students were required to match term which means *the centre of the solar system* with the correct response in List B. The correct answer was E sun. Knowledgeable students managed to identify the correct response while those without clear understanding of the term sun failed to match it with the given expression. The students who opted for G *Moon* failed to understand that moon is not at the centre of solar system but it is the natural satellite. Other students who opted for other distractors had limited knowledge on the solar system.

Item (v) required the student to match the item *the heavenly body that possess and transmits its own light*. The correct response was A *Star*. The students who managed to match it with the correct response were able to differentiate the centre of solar system which is Sun which possess and transmits its own light. Those who matched with response E *Sun* were distracted by the fact that both sun and star *possess and transmits their light* but different from the sun, stars are not at the

centre of the solar system. The choices of other distractors were probably due to limited knowledge of solar system.

2.1.3 Question 3: True / False Items.

This was compulsory question which consisted of ten items. Each items carried one (1) mark, making a total of (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 incorrect.

The question was attempted by 571,093 (100%) students. Analysis of students performance shows that, 368, 926 (64.6%) scored from 3 to 6 marks, 190,837 (33.4%) scored from 7 to 10 marks while 11,476 (2%) students scored from 0 to 2 marks. The general performance of the students in this question was good because 98 percent of the students scored 30 marks and above. Figure 3 illustrate candidate's performance in this question.

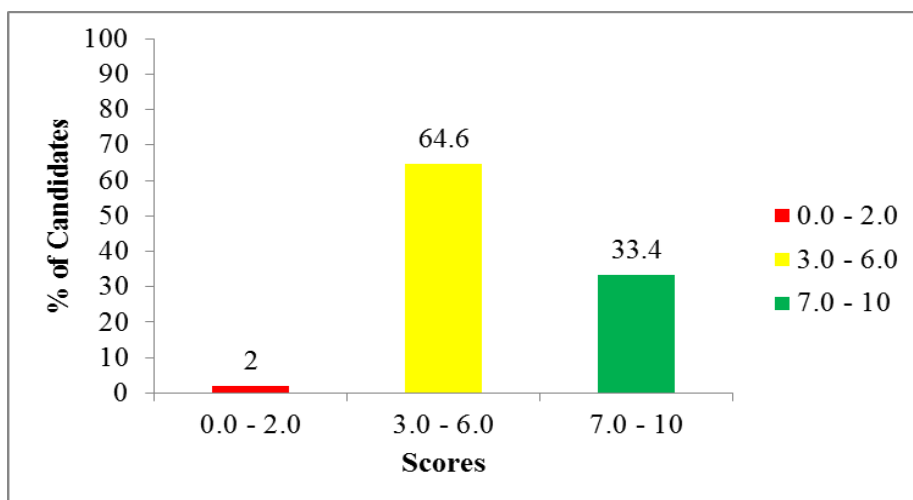


Figure 3: Percentage of the students' performance in question 3

Item (i) required the student to agree or disagree with the statement that *Rain gauge is an instrument used to measure the amount of rainfall*. The students who had knowledge on the functions of different instruments of weather agreed with the statement while those who had no knowledge lacked knowledge on the functions of the instruments used to measure weather elements disagree, hence wrote FALSE.

In item (ii) the students were required to state, whether TRUE or FALSE on the statement stated that, *Crust is the inner most part of the earth*. The correct answer was FALSE. Those who had sufficient knowledge on the term Crust provided the correct response. However, some students responded TRUE. This demonstrated that the students had no knowledge on the subject matter.

Item (iii) stated that, *Block Mountains are formed by prolonged denudation*. The students were required to agree or disagree. The correct answer was FALSE which was selected by students who had enough knowledge of different types of mountains and the way they are formed. Block Mountains are formed when tensional forces acting away from each other in a set of faults run parallel to each other, the ground in between is forced up or sides blocks sink down and leave the central part stand still a block mountain. These students who opted for “TRUE” lacked knowledge on how Block Mountains are formed.

In item (iv), the students were demanded to state whether *Moon is among the bodies that move in space relative to one another* or not. The students who said FALSE had enough knowledge on solar system especially on other bodies found in the solar systems, while those who chose “TRUE” had poor knowledge on solar system and that they did not know the meaning of a moon.

Item (v) stated that, *hydrological cycle is a continuous circulation of water from the earths’ surface to the atmosphere*. The students who wrote the correct answer “TRUE” were knowledgeable about the concept of weather especially on rainfall formation. The students who opted for “FALSE” had limited knowledge of water cycle.

Item (vi) stated that, “*wind is air in motion from low pressure to high pressure area*”. The students were supposed to agree or disagree with that statement. The correct answer was FALSE. Those who had knowledge about wind movements managed to provide the correct responses. Generally, wind is *air in motion and it moves from high pressure to low pressure areas*. The students who opted for TRUE demonstrated their inadequate knowledge on the way wind and pressure affects each other.

Item (vii) stated that, *Tourism can affect negatively the culture of the host countries*. The students were required to accept or reject. The correct response was TRUE. Students who got it correctly were aware of sustainable tourism, especially on how it can negatively affect the culture of the host country. Generally, tourism can lead to: deterioration of norms and customs of indigenous, environmental pollution and degradation. Additionally, tourism may lead to the spread of diseases like *AIDS and STDs*. The students who wrote FALSE had poor understanding of the negative effects to the host country.

In item (viii) the students were required to agree or disagree with the statement *the side of the mountain facing the direction of the wind is known as Leeward side*. The correct answer was FALSE. Those who responded correctly had sufficient knowledge on relief rainfall especially on how it is formed. Thus, the students who opted for “TRUE” had no knowledge about weather elements specifically on the types of rainfall and mode of their formation. Usually, the side of the mountain facing the direction of the wind is known as windward side.

Item (ix) stated that, *Capital is the only determining factor to improve small scale agriculture in Tanzania*. The students were required to agree or disagree by writing TRUE or False. The students who chose FALSE were correct because capital is just one of the determinants for improving small scale agriculture in Tanzania. Other factors included: the use of modern farming technique, good utilization of available space for maximum production, availability of market and labour, reduction of taxes in farm inputs to enable many farmers to produce in low cost and establishment of SACCOS or cooperative societies. Those who wrote TRUE were distracted by the word only.

In item (x) the students were required to write TRUE or FALSE on the statement *scale of the map are the ratio between the distance on the map and the actual distance on the ground*. The students who opted for TRUE were aware of the map work concept of specifically on the relationship between the map scale and that of the actual ground distance. Those who wrote FALSE did not understand the relationship between the map scale and the actual distance on the ground.

2.2 SECTION B: SHORT ANSWER QUESTIONS

2.2.1 Question 4: Water Management for Economic Development and Transport

This question was set from *Water Management for Economic Development* and *Transport* topics. The question had three parts namely (a), (b) and (c). Part (a), required the students to outline five economic resources which are obtained from the water bodies whereas part (b) required them to mention five ways of conserving water resources. The last part (c) demanded the students to list five major means of transport on land.

This question was attempted by 571,066 (100%) students. The analysis of students' performance shows that majority of the students (74.5%) had poor performance because their scores ranged from 0 to 4 marks. Furthermore, it was noted that 113,766 (19.9%) students had average performance by scoring from 5 to 9.5 marks while 32,116 (5.6%) scored from 10 to 15 marks, indicating good performance. The general performance of this question was poor because only 25.55 percent scored from 5 to 15 marks. Figure 4 demonstrates this performance.

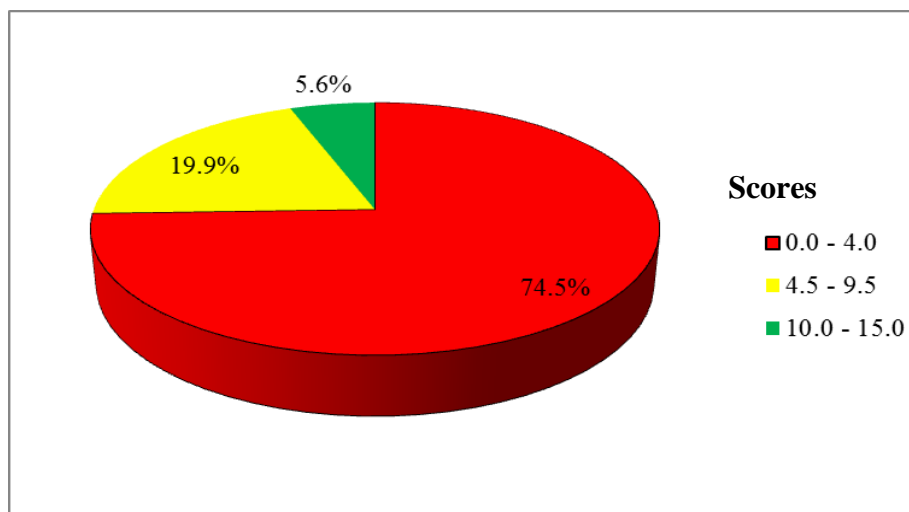


Figure 4: Percentage of the students' performance in question 4

The analysis of students' performance established that 74.5 percent of the students failed in this question. Some of the students showed

inadequate knowledge of the subject matter while others misunderstood the demand of the questions particularly in part (a) and (b). For example, in part (a), some of the students mixed up the correct and incorrect answers, while others misunderstood the demand of the questions. For example, one of the students wrote major oceans in the world like *Southern ocean, Indian Ocean, Pacific Ocean, Atlantic Ocean and Arctic* while the other listed the uses of water instead of economic resources which are obtained from water bodies. Others wrote irrelevant answers like, *tributaries, distributaries, and ocean currents* as responses to the question. In part (b), some of the students repeated the same points on the ways of conserving water resources, others copied the alternatives in the multiple choice items and presented them as ways of conserving water resources such as alternatives from question 1 (viii) *basin, plateau, valley and depression*. Moreover in part (c), some of the students provided only some of the answers, while others skipped the question. For example, one student wrote (i) *poor transportation*, (ii) *poor market* (iii) *road transport* (iv) *poor technology* (v) *water transport*. Others mentioned few types of road transport with few means of transport such as: *vehicles, motorcycles and bicycles, pipeline transport, human transport, and railway transport*. Extract 4.1 illustrates a poor response from a student.

(a) Outline five economic resources which are obtained from water bodies.

(i)..... South Ocean

(ii)..... Indian Ocean

(iii)..... Arctic Ocean

(iv)..... Pacific Ocean

(v)..... Atlantic Ocean

(b) Mention five ways of conserving water resources.

(i)..... Is used for cooking

(ii)..... Is used for washing clothes

(iii)..... Is used for at Housing

(iv)..... Is used for clear ring of Animal

(v)..... Is use for domestic purpose

Extract 4.1 A sample of poor response from one of the students in part (a) and (b).

In extract 4.1 the student misunderstood the demand of the question. In part (a) the student listed names of oceans instead of economic resources which are obtained from water bodies, whereas in part (b) he/she mentioned the uses of water instead of mentioning ways of conserving it.

The students who scored 4.5 to 9.5 marks managed to provide most of the responses correctly, but failed in others. In part (a), some students provided few correct economic resources of water bodies while; others provided few points with some explanations which were unnecessary. Others give a detailed description of resources such as: *Minerals which are obtained from water bodies, minerals such as salt, can be obtained from lakes or ocean, Fishes and other aquatic resources which can be used as food can be obtained from water bodies, and Petroleum which is fuel obtained in ocean.* In part (c), some of the students misinterpret the demand of the such as “*Train, Lorries, land transport, air transport and Bicycles* in real sense these are means of transport which are not related to economic resources of water bodies.

The students who scored from 10 to 15 marks had shown adequate understanding of the concepts of water management and transport. For example, in part (a), they were able to outline five economic resources including: *fish, coral reefs, oils, salt, sand and pure water.* In part (b), some of them managed to mention and elaborate correctly five ways of conserving water resources. Examples of their responses were: “*controlling water pollution through educating people to stop dumping wastes in the water bodies, protection of water catchment, people should be educated on the importance of water resource, sewages treatment should be done before it is released into the water bodies, encouraging recycling of wastes, afforestation and reforestation, immediate clean up and planning proper land use*”. In part (c), they managed to list five major means of transport like “*human transport, animal transport, road, railways and pipeline.* The variation of marks in this group was due to the depth and clarity of the responses which were influenced by individuals’ mastery of the subject matter. Extract 4.2 illustrates the response from one of the students who performed well in this question.

1. (a) Outline five economic resources which are obtained from water bodies.

- (i) Water bodies are the habitat of fishes, hence they enhance fishing to obtain fish which is a source of food and can be sold to earn a living.
- (ii) Minerals such as Salt which is used to improve the flavour of food and is sold to earn a living.
- (iii) Water bodies provide sand which can be used in building houses and making places of recreation of recreational like beaches.
- (iv) Water bodies provide water which is used economically for production of H.E.P and is used to cool machines in the industries.
- (v) Water bodies are used in the harnessing and production of gas. Example: The gas production at Songosongo in Lindi region in Tanzania.

(b) Mention five ways of conserving water resources.

- (i) Afforestation, this is the process of planting trees. Afforestation help to increase rainfall since plants transpire and produce water vapour which lead to the formation of rainfall.
- (ii) Industries should be constructed away from water sources, this is to reduce water pollution to the water bodies which may lead to the disappearance of some valuable species.
- (iii) People should not cultivate near water bodies like dams, rivers and lakes. Since agriculture near water bodies can lead to water pollution.
- (iv) Discouraging the disposal of wastes especially the harmful wastes in water bodies. Example: discouraging the disposal of wastes like chemicals in water bodies.
- (v) Education should be provided to the citizens or people on how to conserve the water resources.
- (vi) The government should formulate strict laws and policies to conserve the water resources.

(c) List five major means of transport on land.

- (i) Railway transport. Example: trains.
- (ii) Road transport. Example: buses and cars.
- (iii) Human portage.
- (iv) Animal transport. Example: donkeys and horses.
- (v) Pipeline transport. Example: TAZARA pipeline.

Extract 4.2 a sample of a good response from one of the students.

Extract 4.2 demonstrates a sample of a good response where the student managed to clearly: (a) outline five economic resources which are obtained from water bodies in part (a) and mentioned five ways of conserving water resources as well as listed five major means of transport on land, in part (b) and (c), respectively.

2.2.2 Question 5: Major Features of the Earth's Surface

This question was compulsory and had two parts. In part (a), students were required to give one example and explain briefly four main categories of mountains. In part (b) (i) students were required to explain briefly the formation of rift valleys and list five rift valley lakes in East Africa in part (b) (ii). The question carried a total of 15 marks.

The question was attempted by all (100%) students. The analysis shows that 353,137 (61.8%) students scored from 0 to 4 marks, where 104,600 (18.3%) scored 0 mark. Further analysis shows that 184,272 (32.3%) students scored from 4.5 to 9.5 marks while 5.9 percent of students scored 10 to 15. The general performance of the students in this question was average, because 38.1 percent scored above 30 percent. Figure 5 summarises the performance of the students in question 5.

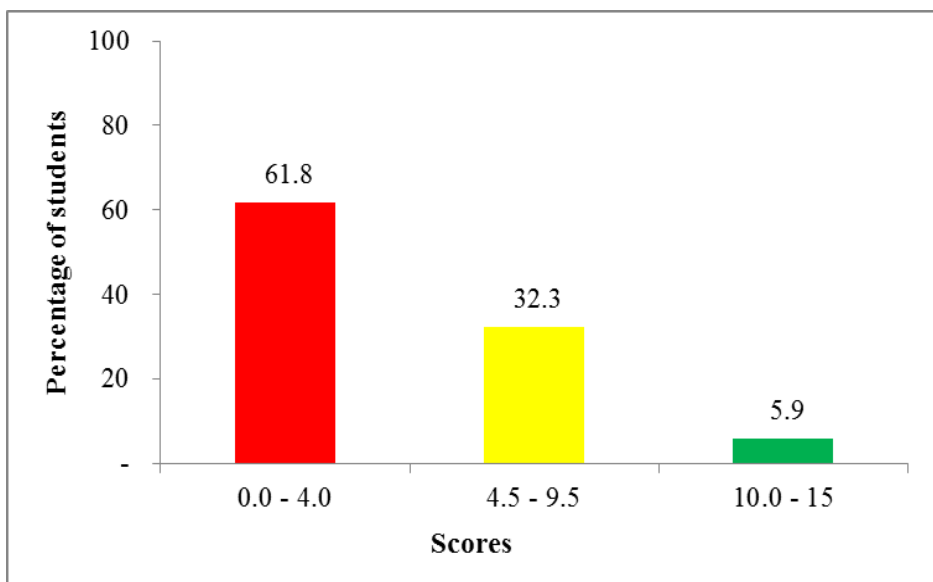


Figure 5: The percentage of the students' performance in question 5

The students' performance analysis indicates that the students who performed poorly in this question (0 to 1.4) lacked knowledge of major features of the earth's surface, while few of them understood the demand of the question. In part (a), majority of students wrote correct some answer while few of them misinterpreted the main categories of mountains. Therefore, instead of providing the categories of mountains with their names they listed the names of mountains. For example, one of the students listed names of volcanic mountains as: *Mount Kilimanjaro, Mount Meru and Mount Kenya*. Another student outlined the importance of mountains instead of categories of mountains. Some of their responses were: *it is source of catchment area, It attracts tourism, provide home for animals and it attracts rainfall*.

In part (b) (i) some of the students were able to explain the formation of rift valleys correctly, while others misinterpreted the question. Instead of explaining the formation of rift valley they defined *plains, plateau, mountains and plains*. For example, one of the students provided description of a spur as: *a projection of land from the side of hill or a mountain*.

In part (ii), majority of students failed to list five rift valley lakes in East Africa. Some of the students provided the names of rift valley lakes while others listed other types of lakes instead of rift valley lakes. For example one of the students wrote *Lake Tanganyika, Lake Nyasa, Lake Victoria and Lake Chad*. This category of students failed to recognize that Lake Victoria and Lake Chad are basin lakes formed by crustal warping. Other students failed to list five rift valley lakes in East Africa which are lake *Tanganyika, Nyasa, Natron, Turkana, Albert, Eyasi, Baringo, Naivasha, Magadi, Rukwa*, instead they listed down names of the rivers, like "*river Rufiji, river Pangani, river Ruaha and river Ruvu*". Extract 5.1 is a sample of a student's poor responses in this question.

a) Giving one example, briefly explain four main categories of mountains.

- (i) Plateau: Is an extensive area of land which formed as a result of unbroken landmass of the earth's crust.
- (ii) River basin: Is the feature formed as a result of a long and fairly narrow stretch of land that extends through plains, hills, or mountains.
- (iii) Plains: Is an extensive area of land which is used for showing features of the earth's surface.
- (iv) Valley: Is the feature formed as a result of a long and fairly narrow of land.

(b) (i) Briefly explain the formation of rift valleys.

Stars
Mars
Meteors
Sun
Comets
Moon

Extract 5.1: A sample of a poor responses in question 5.

In Extract 5.1, the student misinterpreted the demand of the question. In part (a), the student explained different types of features on the earth's surface instead of four main categories of mountains. In part (b) (i), the students listed the heavenly bodies in the solar system and a type of planet.

Few students (5.9%) who scored high marks (10 to 15) were able to provide correct answers as required. They demonstrated their understanding of the features of the earth's crust especially on categories of mountains, formation of rift valley and the names of rift valley lakes. However, some of the students in this category managed to provide sufficient number of points as required, but some of their points were not well elaborated. Among these students very few (0.2%) were able to provide correct answers in all parts of the question. Extract 5.2

is a sample of response from a student who responded to this question correctly.

- (a) Giving one example, briefly explain four main categories of mountains.
- (i). Fold mountains are the mountains that are formed due to the wrinkling of the earth caused by forces which act toward one another (Compressional forces). These mountains are found in areas ~~of~~ with sedimentary rocks. Example of fold mountain is Alps mountain.
 - (ii). Block mountains are mountains that are fairly flat at the top that are formed due to faulting process caused by compressional and tensional forces. The best example of block mountain is Ruwenzori mountain in Uganda.
 - (iii). Remnants (Residual mountain) are mountains formed by prolonged denudation of the earth which tend to remove all soft rocks and tend to leave a hard hill still standing. For example, Aghar hills.
 - (iv). Volcanic mountains are mountains formed by eruption of magma which accumulates and solidify as lava. The best example of a volcanic mountain in East Africa is Oldonyi Lengai found in Tanzania.
- b) (i) Briefly explain the formation of rift valleys.
- Rift valleys are formed by faulting process. This is due to the presence of forces which act against one another (Tensional forces). When these forces act on a ground it forms fault and when these forces keep on acting, the side blocks will move aside while the central block will sink down to form a depression called a rift valley.
- (ii) List five rift valley lakes in East Africa.
- Lake Tanganyika
 - Lake Edward
 - Lake Turkana
 - Lake Albert
 - Lake Nyasa

Extract 5.2: A sample of a good response.

In Extract 5.2, the student managed to give one example and explain briefly four main categories of mountains. In question (5) (a). In part

(b) (i) the student explained briefly and correctly the formation of rift valleys and managed to list five rift valley lakes in East Africa correctly in part (b)(ii).

2.2.3 Question 6: Map Work

This was a compulsory question which had three parts (a), (b) and (c). The students were required to outline four features of linear scale in part (a), describe five essentials of a map in part (b). In part (c) ,they were required to sketch the symbol used to show the geographical features, such as (i) depression and (ii) seasonal swamp.

This question was attempted by 570,793 (100%) students. The analysis shows that majority of the students scored from 0 to 4 marks of which 167,640 (29.45%) scored 0. It was further established that 99,858 (17.5%) scored from 4.5 to 9.5 marks, whereas 1,439 (0.2%) scored from 10 to 15 marks. The performance of the students in this question was poor because only 17.8 percent of the students managed to score from 4.5 to 15 marks. Figure 6 summarises this performance.

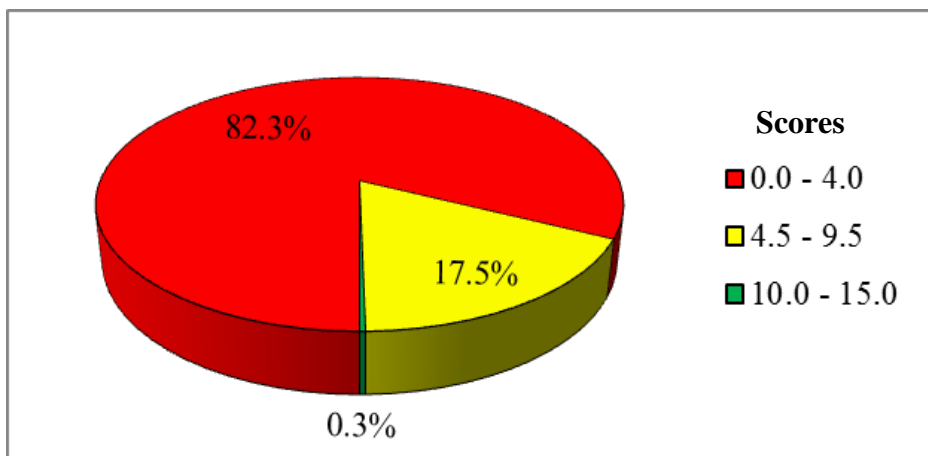


Figure 6: Percentage of students' performance in question 6

Students who scored low marks (0.5 to 4.0) demonstrated their low skills and knowledge on the topic of map work especially in expressing scale. For example, in part (a) some students failed to outline four features of linear scale, while in part (b), they mentioned only two correct responses out of five essentials of map. Furthermore, in part (c), some students sketched irrelevant symbols used to show Depression

and Seasonal swamp in the map. However, the majority of the students scored low marks because they misunderstood the requirements of the question. For example, some of the students provided sketches for bridge, plantation, railway and a river instead of depression and a seasonal swamp as the question required in part (c).

The students who scored 0 mark could not provide any correct response in any part of the question. Some of them copied some sentences from the question paper and wrote them as answers, while others misinterpreted the demand of the question. For example, one of the students outlined features of linear scale as; “*it produced tools like panga, production is poor, poor transport and communication and poor science*” as responses for part (a) and in part (b) he/she provided responses on the essentials of map as “*it help the pilot to drive aeroplane, it help the farmer to understand the year*” which are contrary to the demand of the question. Moreover, in part (c) (i) and (ii), one of the students drew *drainage system* and *relief features of the ocean floor* as the depression and seasonal swamps, respectively. The analysis shows that students did not provide any answer to any part. Extract 6.1 represents a sample from one of the students who misinterpreted the demand of the question.

6. (a) Outline four features of Linear Scale.

(i) Term lines

(ii) Spot height

(iii) Trigonometrical lines

(iv) Horizontal lines

(b) Briefly describe five essentials of a map.

i/ Topographical map - is the type of map that is formed by graphs.

ii/ Atlas map - is the collection of many map in bounds.

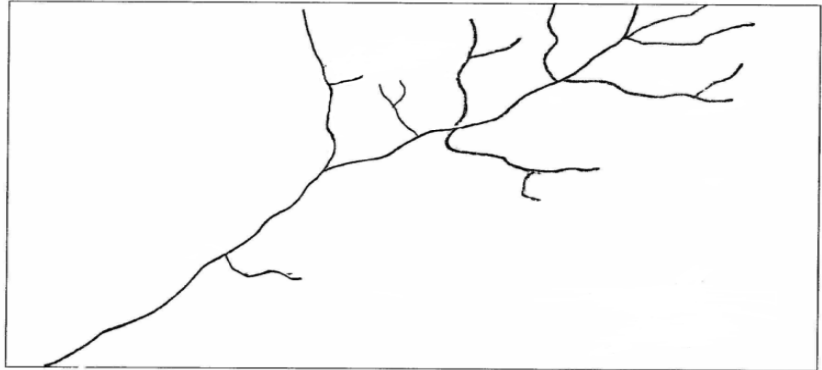
iii/ Sketch map - is the type of map that is drawn roughly.

iv/ Dotted map

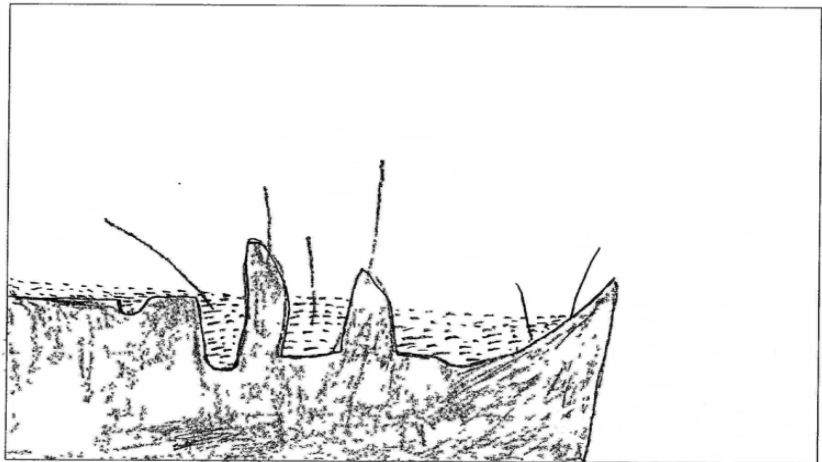
v/ Distribution map

(c) Sketch symbol used to show the following geographical features on maps.

(i) Depression



(ii) Season swamp



Extract 6.1: A sample of poor response from one of the students.

In Extract 6.1, the student listed methods of showing relief features instead of four features of linear scale in part (a). The student also described types of map instead of five essentials of a map in part (b), and sketched drainage system and relief features of the Ocean floor instead of depression and seasonal swamp in (c).

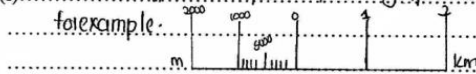
The students with average scores (4.5 to 9.5) understood the requirements of the question and had some knowledge on Map Work. The analysis from students' scripts showed that some of the students in this category were able to answer most parts of the question correctly, but failed to meet the required points for some parts of the question. For example, some of them managed to outline only two features of linear scale correctly in part (a). In part (b), majority of students explained

four essentials of the map correctly but some others listed only some of the points. In part (c), only few students were able to sketch the symbols used to show the depression and seasonal swamps correctly. This group of students scored different marks depending on strengths of their responses.

The students who scored from 10 to 15 marks demonstrated clear understanding of Map Work, specifically on the features of linear scale, essentials of a map and symbols used to show depression and seasonal swamps. Most of them managed to provide correct responses according to the demand of the question. For example, one of the students was able to: (a) outlined the features of linear scale such as; *“the scale are expressed graphically, they show the specific units of measurement, they provide a direct measure of the distance on the ground represented by the corresponding distance on the map, they remain the same even after the map is reduced or enlarged and it is divided into two main parts that is primary and secondary section.* Furthermore in part (b), she/he managed to describe the essentials of a map by writing *tittle, key, margin, an indication of north direction and scale,* and in part (c), he/she sketched the symbols used to show geographical features correctly. However, among the groups of students who had good performance, very few (16) students were able to provide correct answers for all parts hence their marks varied accordingly. Extract 6.2 is a sample of a good response from one of the students.

6. (a) Outline four features of Linear Scale.

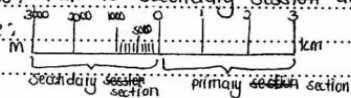
(i) Linear scale is represented graphically.
for example.



(ii) Linear scale has specific units of measurements that is meters and kilometers.

(iii) Linear scale is not affected by the reduction or increase of measurement when represented.

(iv) Linear scale has two sections, that is secondary section and primary section. for example.



(b) Briefly describe five essentials of a map.

① A Title: It is used to show what the map is all about. It is always written at the top of the map.

② A key: It is used to show and describe more about the symbols that is used of the map.

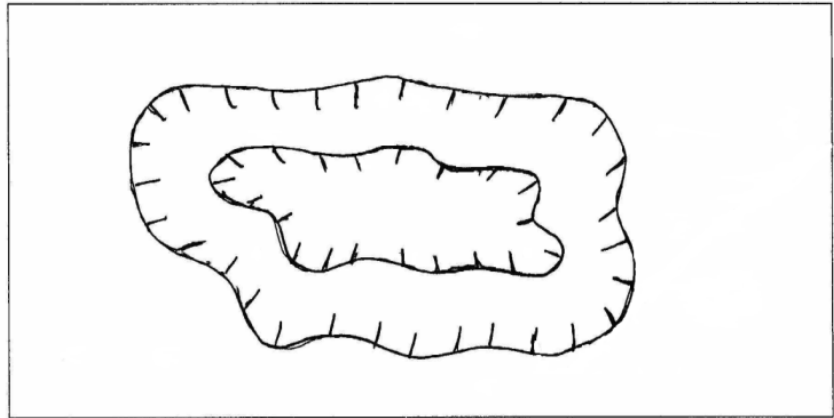
③ A frame: It is used to protect the map and shows where the map starts and where it ends.

④ North direction: It is used to show direction of different places when reading the map.

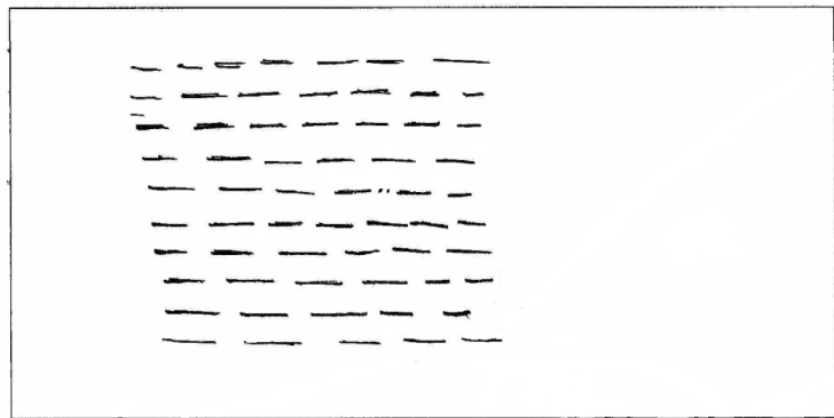
⑤ A scale: A scale is a ratio between map distance and actual ground distance on a map. It is used to show the measurements that were used to show a map.

(c) Sketch symbol used to show the following geographical features on maps.

(i) Depression



(ii) Season swamp



Extract 6.2: A sample of a good response from one of the students in question 6.

In Extract 6.2, the student managed to outline four features of linear scale in part (a) and described essential of the map in part (b). In part (c) the students responded correctly by sketching the two symbols as listed in (c) (i) and (ii).

2.3 SECTION C: REGIONAL FOCAL STUDIES

2.3.1 Question 7: Manufacturing Industry.

This question required the students to elaborate five differences between heavy industries and light industries.

The analysis shows that this question was opted by 42,785 (100%) students. Among them 39,422 (92.1%) scored from 0 to 4 marks and majority (78.7%) scored 0 mark. It was also found that 2,060 (4.8%) students scored from 4.5 to 9.5 while 1,303 (3.1%) scored from 10 to 15 marks. The general performance in this question was poor, because 7.9 percent of the students scored below 4.5 marks. Figure 7 is the summary of the students' performance in this question.

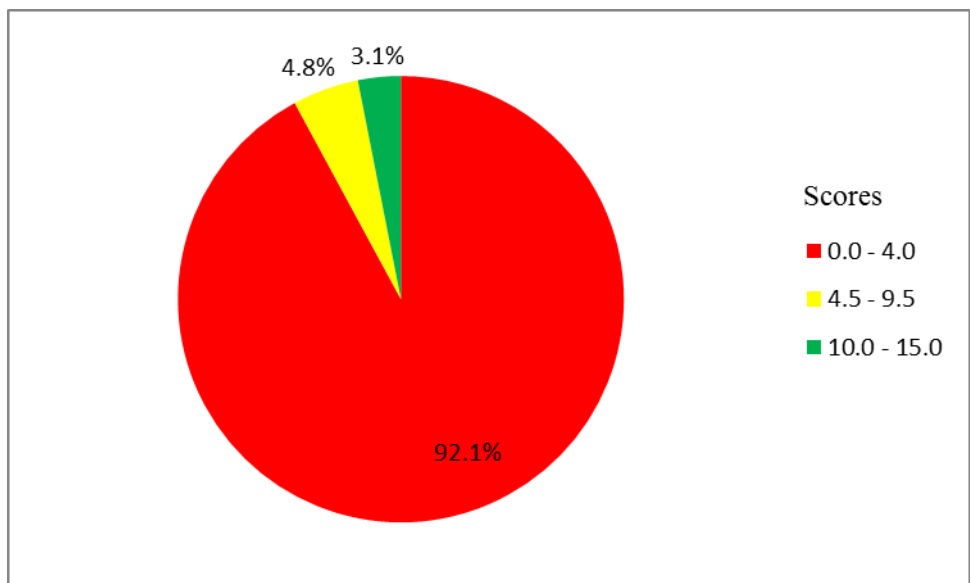
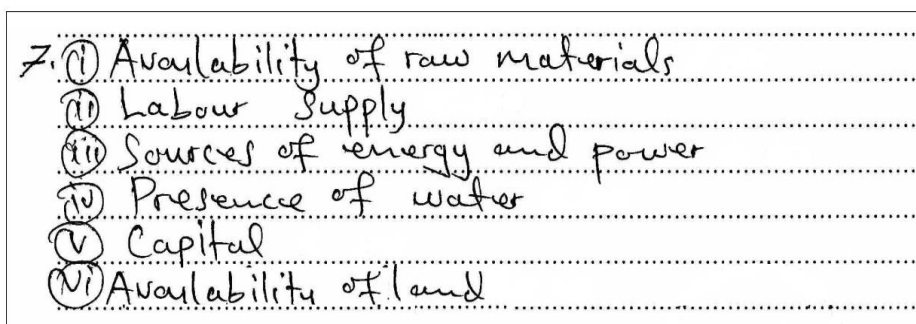


Figure 7: Percentage of the students' performance in question 7

The students who scored low marks (0.5 to 4.0) few of them were able to provide correct introduction and list few differences between heavy industries and light industries but their explanations were unclear. For example, one of the students provided partial explanations on the differences between heavy industries and light industries as: *heavy industries cover large area of land while light industries cover small land, heavy industries need a lot of money while light industries need small amount of money*. It was also established that some of the students outlined the points instead of providing explanations. Moreover some of them did not adhere to essay writing rules as they outlined points without explanations.

The students who scored 0 totally failed to elaborate five differences between heavy industries and light industries. Lack of knowledge on the subject matter, misinterpretation of question, poor essay writing

skills and poor proficiency in English language were the reasons for their failure. For example, some of students provided factors for the location of manufacturing industries such as: *Availability of capital, availability of market, availability of skilled labours and power supply* instead of differences between light and heavy industries. Further analysis showed that others students wrote irrelevant responses with full of grammatical errors and others just skipped the question. Extract 7:1 is a sample of response from one student who misinterpreted the question.



Extract 7.1: A sample of a poor response from one of the student in question 7

Extract 7.1 represents a sample of a response from a script of one of the students who misconceived the demand of the question. The student mentioned factors for development of manufacturing industries instead of the differences between light and heavy industries.

The analysis indicates that the students who scored average marks (4.5 to 9.5) were able to give some points with explanations on the few differences between heavy and light industries. It was further established that majority of the students in this category were able to list correct points on the differences between heavy and light industries but, failed to provide clear elaborations. Moreover, some of the students were able to provide some of the points in this question. These students also demonstrated a low proficiency in the English Language while elaborating the differences between light and heavy industries.

The analysis indicates that only few students (3.15%) were able to answer the question as required. This group scored from 10 to 15 marks. The students demonstrated clear understanding of light and

heavy industries. Most of these students were able to provide five factors which distinguish heavy and light industries with clear explanations. However, some of them could not elaborate their points well due to poor command of English Language. The correct answers provided by the students were such as: *“heavy industries involve the use of bulk raw materials example iron, copper and aluminium while light industries use light raw materials for example cotton and tobacco”, heavy industries involve industries big plants covering large areas of land, while light industries are small in scale hence occupy small area, in the heavy industries most of the raw materials are obtained from metals while light industries most of raw materials obtained from agriculture and forests.* Extract 7:2 is an example of a good response from one of the students who managed to answer the question correctly.

7. DIFFERENCE BETWEEN HEAVY INDUSTRIES AND LIGHT INDUSTRIES.

Manufacturing industries are the industries which involve processing and changing of raw materials into new products of greater value to man. They can be heavy or light industries. Heavy industries are the ones which involve making bulky goods. For example: Car industries and light industries these are the ones which involve making of simple items. For example: Flour milling industries. The following are the differences of heavy industries and light industries:

Use of machines and technology: In heavy industries there is a big use of machines and advanced technology such as the use of robots or computers while in light industries there is a use of simple tools such as needles, threads or even hands.

Amount of capital invested: In heavy industries the capital invested is high since there is buying of machines and paying of large number of people who are labourers while in light industries the capital invested is low since it involves buying of simple tools.

Area of production: In heavy industries the land must be large since they involve making of bulky objects and goods which they require and occupy enough space. For example: Car assembling in Japan it requires large space parking the already finished car, unlike to light industries.

Amount of fuel energy used: In heavy industries the fuel consumed in production is large since it involves the use of machinery, electrical tools or devices the use of heat in making a good while light industries which they consumed little fuel since they use simple machines and tools in making a good.

Type and amount of labour used: In heavy industries they involve many and skilled labour who can operate machines well and few semi-skilled labour for assisting the skilled ones while light industries involve few and semi-skilled labour since the tools used are simple and they don't require a much knowledge on how to use them.

In conclusion, heavy industries can be more advantageous since they give out products of good quality but disadvantageous to the environment of local people due to

Extract 7.2: A sample of good response from one of the candidate.

In Extract 7.2, the student managed to elaborate five differences between heavy industries and light industries correctly.

2.3.2 Question 8: Sustainable use of Power and Energy Resources.

The question required the student to describe five advantages of natural gas production in Tanzania.

This question was opted by 149,817 (26.2%). Among them, 78,551 (52.4%) students scored from 0 to 4 marks, 31,993 (26.2%) students scored from 4.5 to 9.5 whereas 31,944 (21.3%) students scored from 10 to 15 marks. The general performance in this question was average because 47.5 percent of the student scored 4.5 marks and above out of 15 allotted marks. Figure 8 summarises the performance of the students in this question.

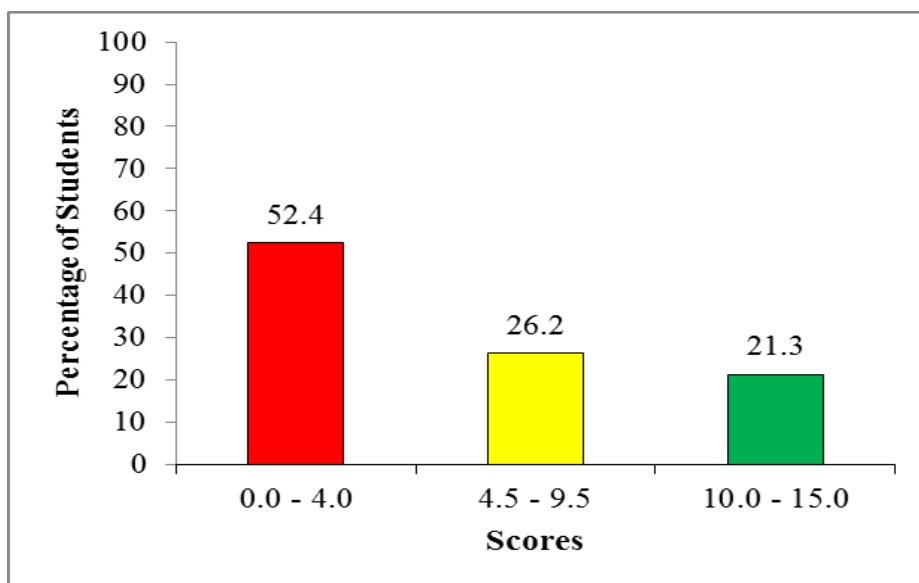


Figure 8: Percentage of the students' performance in question 8.

The analysis shows that the students whose marks ranged from 10.5 to 15 marks (59.7%) were able to answer this question correctly by providing relevant introduction, clear content and relevant conclusion. The analysis from the students' responses shows that this group of students had adequate knowledge of the subject matter tested. For example, majority of students described advantages of natural gas in Tanzania such as: *“source of income, source of employment, source of energy, it is cheap and easy to transport compare to other energy like*

petroleum and used in domestic activities such as cooking, generating electricity for industrial and domestic use". They also provided relevant introduction and conclusion. However, some of the students could not manage to exhaust all the required points and others provided relevant points but failed to give clear elaborations to some of the points. This led to the variations of their scores. Extract 8.1 shows a sample of a good response from one of the students.

8:..... ADVANTAGES OF NATURAL GAS PRODUCTION IN TANZANIA.

Natural gas is a source of energy that is due to fossil fuels. It is a non-renewable resource as it takes long time to be made and it is perishable. Natural gas is formed after the decomposition of fossils that lived millions of years ago. In Tanzania natural gas is being obtained from Songasongo found in Mtwara which is then transported to Dar-es-Salaam at Kinyerezi so as to be used for various purposes. The gas from Songasongo is being transformed so as to be used in form of electricity. The following are advantages of natural gas in Tanzania.

It is a source of income, gas that is being produced in Tanzania at Songasongo has enabled our country to acquire income as it is being sold to the people who uses in activities such as cooking at homes hence this has made our country gain income. Also the electricity that is being processed by gas also is being used by people in which we pay back money hence the nation acquires income through the presence of natural gas.

It is a source of employment, the project which deals with the extraction of the gas from the water body which is Indian Ocean has employed alot of people to perform various activities such as controlling the machines. By the presence of natural gas has enabled people to be employed directly and indirectly, this which has helped to improve the standard of living of people in our nation.

It is a source of energy, natural gas is a useful source of energy which is being used in our country for various purposes. The natural gas can be transformed to electricity which is for lighting, running machines and domestic uses. Also natural gas is very much influenced to be used at homes in cooking appliances so as to stop the use of charcoal and firewood which are produced from cutting trees in which they lead to the destruction to the environment. By the presence of natural gas we are able to get energy.

It influences the development of other sectors, many sectors in our country has been able to develop due to the availability of natural gas. Such sectors are like industries, the natural gas after it has been transformed to electricity leads to the development of industries as electricity is the major source of running machines in industries. Presence of natural gas also has led to the improvement of infrastructures in the Mtwara region. This is due to the gas so as there could be easy access to the towns so as to obtain various needs.

Conclusively, natural gas in Tanzania is used for various purposes. There are several challenges that are facing the production of natural gas in Tanzania such as low capital, lack of enough labour, poor science and technology and low government support. The government has to support this type of energy so as its availability should be plenty to the people found in the nation.

Extract 8.1: A sample of good response in question 8.

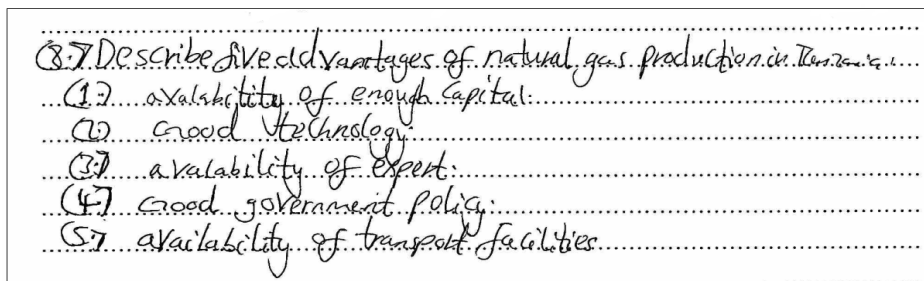
In Extract 8.1, the student managed to provide a relevant introduction, described five advantages of natural gas production in Tanzania correctly and ended up with a relevant conclusion.

The analysis indicates the students who scored from 4.5 to 9.5 marks were able to provide relevant introduction but provided few points in

the main body. Other students wrote correct points but failed to support them with correct and clear explanations. For example, one of the student wrote “*source of employment, source of income, source of good relationship among other country*”. Depending on the number of points and the clarity of the explanations, this group scored different marks.

It was also established that majority of students scored low marks (0.5 to 4) due to various reasons. One of the reasons was inadequate knowledge of the subject matter, but misconception of the question requirements led them to provide irrelevant answers. Some students in this category provided irrelevant introduction and described just few correct points related to the advantages of natural gas production in Tanzania. For example, one of the students defined natural gas as: *a gas of mixture consisting of methane and a small amount of carbon dioxide, nitrogen, hydrogen and helium*. Moreover, another student outlined advantages of natural gas as, “*it is a source of employment, it generates revenue, and it is easy to transport*”.

For the students who scored a 0 mark the reasons were failure to understand the demand of the question and inadequate knowledge on the subject matter. Analysis from students’ scripts showed that some students copied the question, while others provided unrelated answers to the question. For example, few students attempted the question by describing types of energy resources such as: *Solar power, petroleum. Wave power, Biogas and hydroelectric power* instead of describing advantages of natural gas in Tanzania. Another student wrote factors for industrial development such as: *Availability of capital, availability of market, availability of skilled labours and power supply* instead of advantages of natural gas production in Tanzania. Such misconceptions of the question led the students to score low marks. Extract 8.2 illustrates one of the poor responses in this question.



Extract 8.2: A sample of poor response from one of the student in question 8.

In Extract 8.2 the student listed factors for development of manufacturing industries instead of elaborating five advantages of natural gas in Tanzania.

2.3.3 Question 9: Tourism Industry

This question tested students' knowledge in tourism industry. The question required the students to explain five advantages of tourism industry in Tanzania.

This question was opted by 471,173 (82.5%) students. The analysis of students performance shows that 131, 849 (43.9%) of students scored from 0 to 4 marks, where 71,390 (15.2%) students scored 0. Further analysis shows that 173,913 (33%) scored 4.5 to 9 marks while 108,674 (23.1%) scored higher (10 to 15) marks. Generally the performance in this question was average, as Figure 9 illustrate.

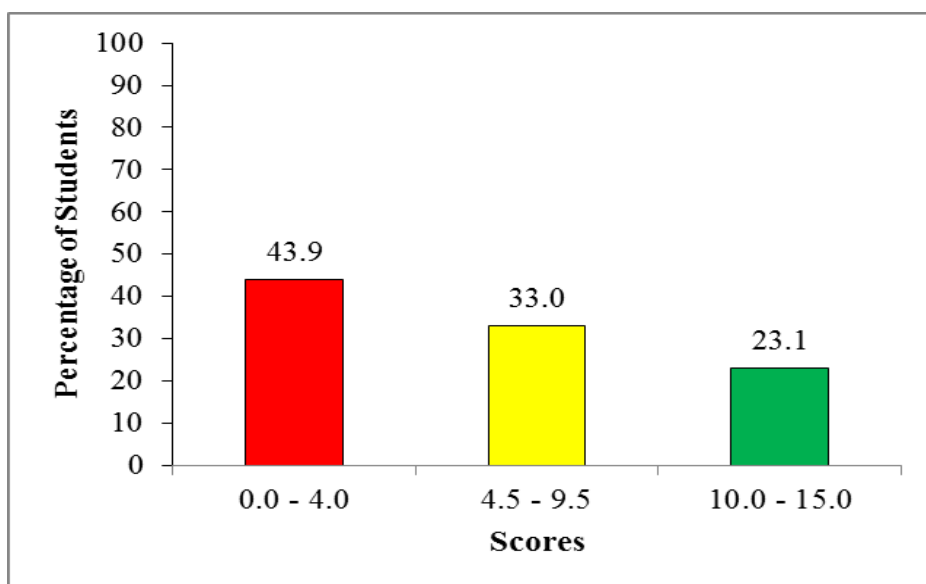
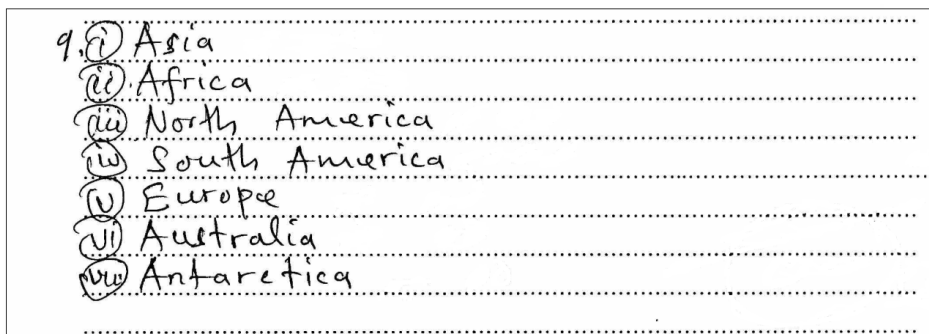


Figure 9: Percentage of the students' performance in question 9

The students who scored 0.5 to 4.5 marks had inadequate knowledge on the advantages of tourism industry in Tanzania. Some of the students managed to provide relevant introduction with some few correct points without a conclusion, while others mentioned few correct points but they failed to provide relevant introduction and conclusion. Few

students in this category were able to list correctly the key points but failed to give clear explanations. Others provided relevant introduction with the list of key points.

The responses from the students who scored a 0 mark (15.2%) reflect their poor knowledge on the subject matter because they could not provide many points correctly. to a large extent resembled incorrect responses given by the student. Further observation from such incorrect responses shows that, some of them revealed lack of knowledge on the subject matter, while others misinterpreted the demand of the question. Some of the students failed to provide both the definition of tourism industry and the advantages of tourism industry; instead they provided factors for location of manufacturing industry such as “*availability of raw materials, availability of labour and, availability of capital.*” Other students provided irrelevant responses such as “*the people of outside the country to some of the country, tourism industry help to produce good that, many people will want to buy them, does not produce a lot of smoke and production of acid rainfall.*” Extract 9.1 represents poor responses from one of the students.



Extract 9.1 is a sample of poor response.

In Extract 9.1, the student mentioned names of continents of the world instead of explaining the five advantages of tourism industry in Tanzania.

The students who scored 5 to 9.5 marks demonstrated relatively good knowledge of the subject matter. In this category few students were able to provide correct definition of tourism industry and advantages of tourism industry but failed to provide relevant conclusion. Other was able to provide correct points but failed to give correct and clear

explanations to some of the points. For example, one of the students defined tourism industry as: *an act of visiting a place for leisure, pleasure or study* and described advantages of tourism as *it helps the country earn foreign currency, people get employment*. This student provided irrelevant conclusion by writing *“is why we should keep them as a nation”*.

Further analysis of the students' responses indicates that students who scored higher marks (10 to 15) understood to the demand of the question and had adequate knowledge of the subject matter. Those students were able to give relevant introduction, clear explanations on the advantages of tourism industry in Tanzania and the relevant conclusion to their essays. For example, one of the students explained advantages of tourism in Tanzania as *“source of income, source of employment, source of government revenue and encourage environmental conservation* and ended up with relevant conclusion. These responses reflect students' sufficient knowledge on the topic in general. Extract 9.2 is a sample from the script of a student who provided correct responses.

9. Tourism is the movement of people from one area to another for leisure, education or business. There is Domestic tourism and International tourism. Tourism have many advantages in Tanzania, The following are some of the advantages of tourism industry in Tanzania.

Source of income; Many Tourists from outside countries bring money to our country this bring the national income. Also as the tourist visit different honey pots or tourist attractions, also they are staying at good places for accomodation such as hotels, hostels, guest houses so they had to pay for it as they pay they bring income in our country.

Source of employment; Many people both skilled and unskilled are being employed as workers so this help them to improve their life standards. Example the skilled people can be employed as a secretary or to direct tourists different areas while those unskilled labour have the work like being employed in accomodation facilities like hotels also in transport sector.

Encourage environmental conservation; Tourism has helped to conserve our environment, so as to get many tourists from outside countries. Some of the tourists may come and like the good and clean environment. For example National parks and some of the attractive places should be conserved and its environment should be put at a good and a conserved way so as to encourage these tourist to come.

Source of government revenue; In our country different ser

from other people. Tourism also raises the government revenue as currency from tourists is contributed. This currency raises the revenue of our country and it can help also in different things like in provision of social services.

Source of good international relations; As people move from one place to another especially from one country to another it makes good international relations. Tourism can be for leisure, education or business so it can bring good relation in business, it helps also to exchange ideas also we can learn from other countries. Through tourism people from other countries can learn to conserve their environments and other things.

In summary; Tourism is having both negative and positive effects or impacts. Negative impacts are like moral decay, spread of diseases, environmental degradation, destruction of our culture, pollution caused by poor waste disposal. The above mentioned impacts can be corrected by proper waste disposal, the culture should be conserved and other ways can be used.

Extract 9.2: A sample of a good response from one of the students.

In extract 9.2, the student managed to write a good essay on the five advantages of tourism in Tanzania as the question required.

2.3.4 Question 10: Agriculture

This question required the students to describe five problems facing cash crop production in Tanzania.

This question was opted by 284,455 (49.8%) students. The data analysis shows that 109,069 (38.3%) students scored from 0 to 5.5 marks, 3,219 (32.8%) students scored from 4.5 to 9.5 marks while 82,167 (28.9%)

scored from 10 to 15 marks. Generally, the performance in this question was good, as summarised in Figure 10.

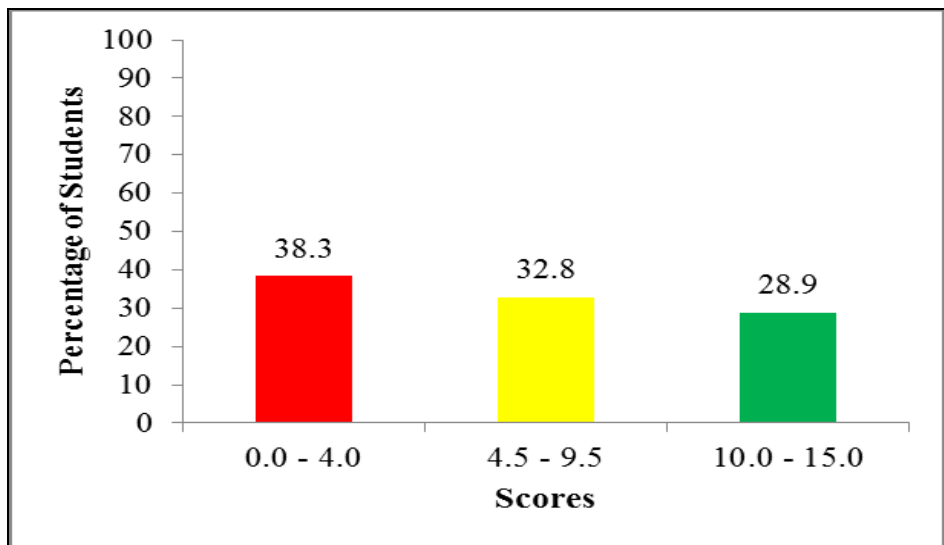


Figure 10: Percentage of the students' performance in question 10

The students who scored high marks (10 to 15) had relevant knowledge on the agriculture topic because they managed to attempt the question correctly. This group managed to provide relevant introduction, mentioned correct points and explained them clearly. They also provided relevant conclusion. For example, one of the students wrote: *price fluctuation in the word market, pests and diseases are a growing problem for all agricultural activities, impact of the climate change specifically draughtiness, insufficient fund for agricultural research and for operation costs and in adequate or weak policy and unreliable market both within the country and outside the country.* Extract 10.1 is a sample from the script of a student who provided correct response.

10. Cash crop production is the growing of crops which are mainly for commercial purposes not for food. In Tanzania, cash crop production is practised either in small scale or large scale. Small scale is done by small peasants, while large scale is done by large companies or rich people. Examples of cash crops grown in Tanzania are coffee, cotton, pyrethrum, sisal, clover etc. Cash crop production is faced by many problems. Below are few some of them.

First is climatic factors. Cash crop production in Tanzania is highly affected by climatic factors and frequent weather changes which hinder cash crop production. Rainfall is the measure factor affecting cash crop production. Some cash crops require a lot of water while others require little water and humidity. Variation of rainfall will affect the cash crops because sometimes it is too high or too little to satisfy the requirements of that crop.

Secondly, cash crop production is affected by insufficient capital. This affects cash crop production in a way that a person lacks enough money to cultivate a large area of land, buy advanced machinery, pay workers, repair the damaged machines or construct irrigation schemes during drought seasons. As a result to this cash crop production becomes low.

Not only that, cash crop production in Tanzania lacks enough agricultural experts to support it. Most of the people practising cash crop production in our country do not have enough knowledge about it. Most of them are semi-skilled or unskilled, we lack skilled personnel and experts to run production. As a result production becomes low because of lack of knowledge and experience in the work.

Also, cash crop production is highly affected by diseases and pests. Diseases and pests reduce cash crop production to a large extent. Due to poor knowledge on cash crop production

and lack of enough funds to purchase cash crop production inputs such as medicine ^{and pesticides}, most crops die or produce very low products and of poor quality.

In addition to that, poor technology is another problem facing cash crop production in Tanzania. Most of the farmers use simple tools in cultivation of cash crops. This in turn results to low production. Our country (Tanzania) lacks advanced tools and machinery which can cultivate large areas of land, efficiently. It also lacks advanced systems such as irrigation systems and ways of getting rid of pests and diseases.

Conclusively, the government and private sector should work hand in hand to make sure that they provide support to the farmers who practise to cash crop production. They should provide with them with loans, insurances and agricultural inputs to support them. By so doing cash crop production will increase and our country will benefit from it such as by exportation of cash crops, getting raw materials for industries, creating employment to people, construction of infrastructure and many more advantages.

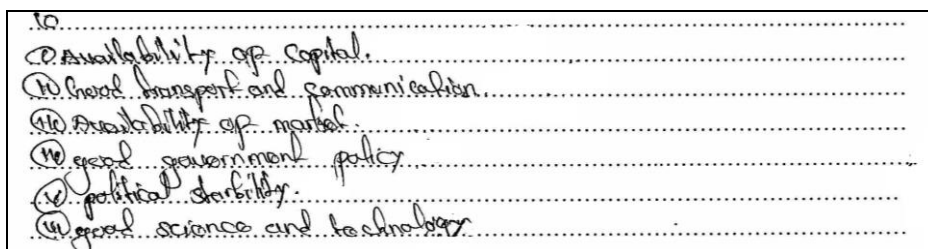
Extract 10.1 is a sample of good response.

In extract 10.1 the students responded to the question correctly. He /she managed to give relatively good introduction, explained problems facing crop production and provided clear conclusion.

Moreover, the students who scored average marks (4.5 to 9.5) demonstrated partial knowledge of the subject matter. Their scores differed from one student to another due to differences in the clarity of their answers. Some of the students provided partial explanations to correct points, while others provided some of the points only without clear explanation. For example, one of the students mentioned correct points such as: *poor technology, lack of market, poor transport and communication, poor government support and lack of capital.*

Other students who scored from 0.5 to 4.5 marks lacked knowledge of the subject matter, while others misunderstood the requirement of the question, hence they provided incorrect answers. The responses from those students had several weaknesses which reflect students' inadequate knowledge of the subject matter. Some were not able to provide a relevant introduction and conclusion, while others had poor English Language command. Further analysis shows that some of them tried to describe few relevant points, but failed to give clear explanations. For example, one of the students wrote: *poor market this is the problem of the cash crops, government is not support cash crops we can go underdevelopment, lack of rainfall, pests and diseases this problem which is not good*

Further analysis indicates that (19.3%) of the students who scored 0 mark in this question, had no knowledge on the problems facing cash crop production in Tanzania. There were others in this group who misconceived the question demand. Additionally, some of them were not able to provide relevant introduction while others provided irrelevant conclusion. For example, one of the students wrote: *availability of land, availability of communication and transport as well as scientific technology* as the problem facing cash crop production in Tanzania. Other poor responses involved: Listing names of cash crops such as: *Sisal, Cotton, Coffee and Tea*, explaining the characteristics of plantation agriculture such as: *Large capital is needed in plantation, Monoculture, Skilled and unskilled labour and use of advanced technology* and writing irrelevant geographical words related to cash crops farming such as: *plantation agriculture, large scale agriculture, monoculture*. Those were irrelevant responses provided by some of the students instead of explaining the problems facing cash crop production in Tanzania. Extract 10.2 shows a response from one of the student who misinterpreted the question.



Extract 10.2: A sample of poor response.

In Extract 10.2 the student misinterpreted the question demand as he/she explained factors that facilitated the development of agriculture instead of problems facing cash crop production in Tanzania.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The analysis of the topics which were assessed in Geography paper for the year 2019 showed that most of the students performed well in many topics covered by the paper. However in few topics, the students' performance was either average or poor.

The analysis of the students' performance in each question show that students had high performance in question 3 (True/ False) with the performance of 97.9 percent. This question was set from six (6) topics, namely: *Weather, Major features of the Earth's Surface, Solar system, Tourism, Agriculture and Map work*. Question 1 (multiple choices item) was set from the following topics: *Climate, Map work, Agriculture, Weather, Major features of the earth's surface, Solar system, Map work and Agriculture*. This question had a performance of 80.6 percent. This performance indicates that the students had adequate knowledge on these topics.

The analysis shows that the performance was average in five (5) topics, *Agriculture, Tourism, Solar System, Sustainable Use of Power and Energy Resources and Major Features of the Earth's surface*. These topics were covered in questions 2,5,8,9 and 10 respectively. This performance indicates that the students had insufficient knowledge on these topics.

It was further established that, the students' performance was weak in three topics, namely: *Water Management for Economic Development, Map work and Manufacturing Industries*. These topics were covered in question 4, 6 and 7. The percentages of students who scored 30 percent and above in those topics were 25.6, 17.8 and 7.9, respectively. Poor performance in question 4 (*Water management for Economic Development*) were mainly caused by poor knowledge of students on the importance of natural resources and ability to use and conserve them to improve standard of life the knowledge and in question 7 (*Manufacturing Industries*) lack of knowledge on types of manufacturing industries caused their poor performance. Moreover, poor performance in question 6 was caused by students' lack of skills in identifying map scale, components of map and skills in drawing symbols

used in map reading. These results imply that students had no sufficient knowledge and practical skills in map reading.

4.0 CONCLUSION

The analysis done in the FTNA 2019 results for the Geography subject shows that the general performance was average because **63.99 percent** of the students passed the assessment while **36.01 percent** scored below 30 percent of the total marks. From the analysis, it was revealed that on the one hand students' good performance was caused by wide knowledge of the topics from which the questions were derived; they had good mastery of English Language and ability to understand the demand of the questions. On the other hand, poor performance of **36.01 percent** of the student were mainly caused by inadequate knowledge on the subject matters, poor skills in Map Reading and Interpretation, failure to understand the requirements of the questions, poor mastery of English language and poor essay writing skills.

5.0 RECOMMENDATIONS

In order to improve the performance of the students in this subject in future assessment, the following should be done:

- (a) Teachers should make sure that all topics in form one and two are exhaustively taught according to the syllabus and well tested at the end of each topic.
- (b) Students should be encouraged to read different geography text books, journals and other sources in order to widen their knowledge in all topics.
- (c) Teachers should guide students in writing skills so as to make their expressions logical and meaningful.
- (d) Teachers should provide enough examinations to students in order to make sure that they understand how to apply definitions, formulae and concepts in answering questions.
- (e) The use of English language should be encouraged in order to improve the students' language proficiency. Schools are advised to enhance the programmes such as participating in interclass as well as interschool

debating clubs and essay writing competitions which may help them in improving English language.

Appendix

Summary of the Students Performance for each Topic

S/N	Topic	Question Number	Percentage of Students who scored 30% and above	Remarks
1.	Major Features of the Earth's Surface, Solar System, Map Work, Agriculture, Weather Sustainable tourism.	3	97.9	Good
2.	Climate, Map work, Agriculture, Weather, Major Features of the Earth's Surface, Solar System,	1	80.6	Good
3.	Agriculture.	10	61.6	Average
4.	Tourism Industry.	9	56.7	Average
5.	Solar System.	2	56	Average
6.	Sustainable use of Power and Energy Resources.	8	47.6	Average
7.	Features of the Earth's Surface.	5	38.2	Average
8.	Water Management for Economic Development and Transport.	4	25.6	Weak
9.	Map Work	6	17.8	Weak

10	Manufacturing Industries	7	7.9	Weak
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