THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2017

013 GEOGRAPHY

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FOREWORD

The candidates' Items Responses Analysis Report for Geography Subject in Certificate of Secondary Education Examinations (CSEE) 2017 aimed at providing feedback to Secondary school candidates, teachers, educational policy makers, parents and other educational stakeholders on the candidates' performance and the extent to which instructional goals were achieved.

The Certificate of Secondary Education Examinations (CSEE) marked the end of four years of Secondary Education. It is summative evaluation which, among other things, assesses the effectiveness of general system of education and the mode of education delivery in Tanzania Secondary Schools.

This report identified the factors and issues which influenced the candidates to answer the questions correctly/ incorrectly. The analysis shows that the candidates with higher performance provided appropriate responses since they were able to identify the task of each question, had enough knowledge on subject matter, had adequate mathematical skills and good mastery of English Language, while those with low performance lacked such qualities. The analysis of each question has been done in order to show the strengths and weaknesses of the candidates in answering the questions.

The National Examinations Council of Tanzania believes that the feedback provided will enable the educational administrators, school managers and students to identify proper measures to be taken in order to improve candidates' performance in future examinations administered by the Council.

The Council will highly appreciate comments and suggestions from teachers, students and members of the public in general that can be used for improving future examiners' reports.

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

Dr, Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates in Geography subject for the Form Four Certificate of Secondary Education Examinations (CSEE) that was administered in October/November 2017. The Geography paper covered the syllabus and adhered to examination format.

The CSEE Geography paper consisted of twelve (12) questions which were categorized into four sections: A, B, C, and D. Sections A, B and C had eight (8) compulsory questions while section D consisted of four (4) questions which were set into two parts (I and II) and candidates were required to choose one question from each part. The candidates were required to attempt a total of ten questions.

A total of 316,564 candidates sat for Geography Certificate of Secondary Education Examination (CSEE) in 2017 of which **167,505 (53.18%)** passed the examination. In 2016 a total of **348,479** sat for the CSEE paper of which **177,750 (51.24%)** passed. This indicates that, the performance of candidates in CSEE for the year 2017 improved by **1.94** percent.

This report also shows the task of each question and the candidates' strengths and weaknesses that were observed in their responses are analysed. Furthermore, the percentages of scores in each group are presented in figures and the samples of good and poor responses have been extracted from the candidates' scripts to illustrate their responses.

For the sake of analysis, the candidates' scores in each question are interpreted as follows: **0** to **29** percent is considered poor performance, from **30** to **64** percent an average performance and from **65** to **100** percent good performance. Similarly, candidates' performance is also shown by using colours whereby red represents poor performance, yellow represents average and green represents good performance.

Finally, the report provides the conclusion, recommendation and an appendix which shows the percentages of the candidates who scored from 30 percent and above in each question and the figure which shows percentage of performance in each topic.

It is expected that the report will be useful to Education stakeholders and will enable teachers and candidates to improve the teaching and learning process of Geography Subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE FOR EACH QUESTION

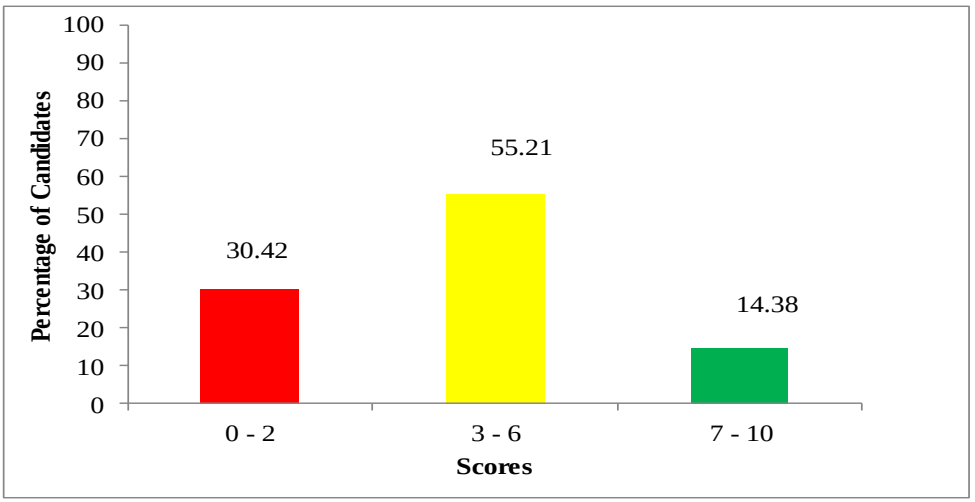
2.1 Section A: Physical and Mathematical Geography

2.1.1 Question 1: Multiple Choice Items

The question comprised of ten (10) multiple choice items drawn from various topics in the syllabus. The candidates were required to choose the correct answer among the five given alternatives.

The question was attempted by 316,572 candidates out of whom 96,297 (30.42%) candidates scored from 0 to 2 marks of which 7,357 (2.32%) of candidates scored 0 mark, 174,765 (55.21%) scored from 3 to 6 marks and 45,510 (14.38%) scored higher marks from 7 to 10 marks. Generally, the performance in this question was good since 220,275 (69.59%) of the candidates scored from 30 percent and above. Figure 1 shows the representation of statistical data which demonstrate candidates' performance in this question.

Figure 1: *Shows that the performance of the candidates in question 1.*



Analysis of candidates' item responses suggest that some of the candidates faced difficulties in answering some of the items in this question. Most of the candidates were attracted by the incorrect distractors while others managed to choose the correct responses. The following strengths and weaknesses were noticed in the candidates' scripts.

Item (i) Instructed the candidates to identify the luminous body which provides energy to the solar system. The candidates who chose the correct answer A "Sun" had knowledge of the sun as the luminous celestial body that provides heat and light for planets that revolve in the solar system. Candidates who opted for distractors B "Earth", C "Moon", D "Planet" and E "Satellite" failed to understand that both of these distractors are heavenly bodies of the solar system but cannot provide energy to the solar system.

Item (ii) Instructed the candidates to identify the earth's layer which consists of sial and sima. The correct answer A "Lithosphere" was chosen by the candidates who had knowledge on the earth's outer crustal layer which consists of the sial (rock part) and the sima (bed of ocean). Candidates who chose distractor B "Hydrosphere" and D "Atmosphere" failed to realise that hydrosphere and atmosphere are the outer layers of the earth whereby hydrosphere consists of water masses (oceans and seas) on the earth's surface and atmosphere is a layer composed of a mixture of gases which forms an envelope around the earth. Those who opted for distractor C "Stratosphere" and E "Thermosphere" had the general knowledge of the earth's layers but failed to identify that stratosphere and thermosphere are the layers of the earth's atmosphere which are surrounded by air.

Item (iii) Instructed the candidates to identify the process of wearing down the rock surface by wind where the load becomes cutting tools. Candidates who were knowledgeable on the process of wind erosion and its types were able to choose the correct answer C "Abrasion". Candidates who opted for distractor A "Deflation" and B "Attrition" had knowledge on the wind erosion processes but failed to identify the exactly process responsible for wearing down of the rock surface. Those who chose distractor D "Corrosion" and E "Hydration" failed to understand that ‘"corrosion" is a river erosion process which involves wearing away the bed and banks of the river by the use of the load carried in water while hydration is the

chemical weathering process whereby minerals absorb water, expand and causing internal stress which caused the split of the rock.

Item (iv), Instructed the candidates to identify the renewal of erosive power of a river. The candidates who chose the correct answer C "river rejuvenation" had knowledge of the extra power of vertical erosion activity of the river which gives a new lease of life to a river. The candidates who chose A "river capture" had knowledge of river erosion activity but failed to understand that river capture results from head ward erosion in which the strong river captures the weak one. The candidates who opted for distractor B "river erosion" were probably attracted with the word "erosion" which appeared in the stem of the question. The candidates who chose distractor D "river meanders" lacked enough knowledge on the river erosion activities since meanders is a resultant features of the river deposition while those opted for E 'river basin' failed to understand the demand of the question because river basin refers to a broad shallow and saucer like depression which is occupied by the river water.

In item (v), the candidates were instructed to identify from the given alternatives the prediction of the state of atmosphere in a region for 24 and 48 hours. The candidates who opted for correct answer E 'weather forecasting' had enough knowledge on the prediction of weather and its related concepts. Those who opted for other distractors A "weather element", B "weather report", C "weather instruments" and D "weather station" failed to distinguish between weather forecasting and other weather related terms.

Item (vi) instructed the candidates to identify the name of the process through which the rain water enters the ground. The candidates who chose the correct response B "Infiltration" had the knowledge of the process of hydrological cycle and specifically on the downward movement of water through soil. Other candidates who opted for A "Evaporation", C "Transpiration" and D "Condensation" had knowledge on the processes of hydrological cycle but were not aware that evaporation and transpiration occurs from the surface of the earth into the atmosphere through water vapour from water bodies, land as well as vegetation, while condensation does not occur on the ground rather than in the atmosphere whereby water vapour changes into precipitation. Those who chose response E "Percolation" had knowledge of processes of hydrological cycle but failed

to realise that percolation is the constant movement of water from the soil into the rock by the gravitational force. The candidates who chose correct answer B "infiltration" were aware that it occurs when the surface water/ rain water enters the soil through pore spaces.

Item (vii) instructed the candidates to identify the process of changing granite to gneiss rock. The correct response D "metamorphism" was chosen by the candidates who had adequate knowledge of rock formation processes which change rock materials into minerals. The candidates who opted for distractor A 'sedimentation' had knowledge on the processes of rock formation but were not aware that sedimentation is the process which is involved in the formation of sedimentary rocks. The candidates who opted for distractors B "vulcanism" associated the word granite which appeared on stem of the question with vulcanism since granite is the type of intrusive igneous rock formed due to eruption of hot molten materials through the process of vulcanism. The candidates who opted for distractors C 'denudation' and E 'exfoliation' lacked knowledge of rock formation processes because denudation is the process of wearing away of the rock materials while exfoliation is the weathering process of peeling off and fall of rocks mass.

In item (viii), the candidates were instructed to identify another name for Savanna climate in Africa. The correct response C 'Tropical grassland' was chosen by the candidates who were knowledgeable on the other names of different climatic conditions. The candidates who opted for distractors A "Tropical maritime", D "Warm temperate desert" and E "Cool temperate western margin" were aware of climatic conditions of the regions but failed to identify their alternative names which led them to opt for the wrong response. Those candidates who chose the response B "Warm temperate maritime" were not aware of climatic condition found in Africa as the warm temperate maritime is the predominant climate found in West Coasts in the higher middle latitudes of the continents.

Item (ix) instructed the candidates to identify the name of the process of peeling off and falling of rocks mass. The candidates who opted for the correct response E "exfoliation" had knowledge of mechanical weathering process caused by temperature change. The candidates who chose the distractors A "disintegration", B "weathering" and D "erosion" had inadequate knowledge of weathering because all of these distractors are in

the process of denudation which involves the breaking up, disintegration and removal of the rocks on the earth surface. However, those who opted for C "Mass wasting" were either attracted to the word "Mass" which appeared on the stem of the question or they associated the word ‘falling of rocks’ to mean "mass wasting". In other words, this involves mass wasting in the sense of creeping, flowing, sliding or falling of rock and weathered materials downhill under the influence of gravity.

In item (x) the candidates were instructed to identify features found in ocean floor. The candidates who chose the correct answer C "Trench, Ridge and Ocean deep" were aware of the different features of the ocean floor. Those who opted for distractor A "Basin, Ocean deep and cliff", B "Trench, Continental shelf and stump", E "Basin, continental shelf and Tombolo", and D "Ocean deep, Continental shelf and Drumlin" had limited knowledge of identifying features of the ocean floor as those alternatives includes some features produced by wave erosion (cliff and stump), wave deposition (Tombolo) and a depositional material found on the glaciated land (drumlin).

2.1.2 Question 2: Matching Items

The question required the candidates to match item (i-v) in list A with their respective responses in list B by writing the letter of the correct response beside the item number.

The question was attempted by all the candidates (316,573) whereby most of the candidates (76.48%) scored from 0 to 1 mark, among these 137,041 (43.29) of candidates scored 0 mark. On the other hand, 67,032 (21.17%) candidates scored average marks ranging from 1.5 to 3 while only 7,438 (2.35%) had a good performance with marks ranging from 3.5 to 5 marks of which only 1,193 (0.38%) candidates scored full marks (5). The performance in this question was therefore poor since, 76.48 percent of candidates score between 0 and 1 mark. The analysis of candidates various scores are presented in figure 2 below.

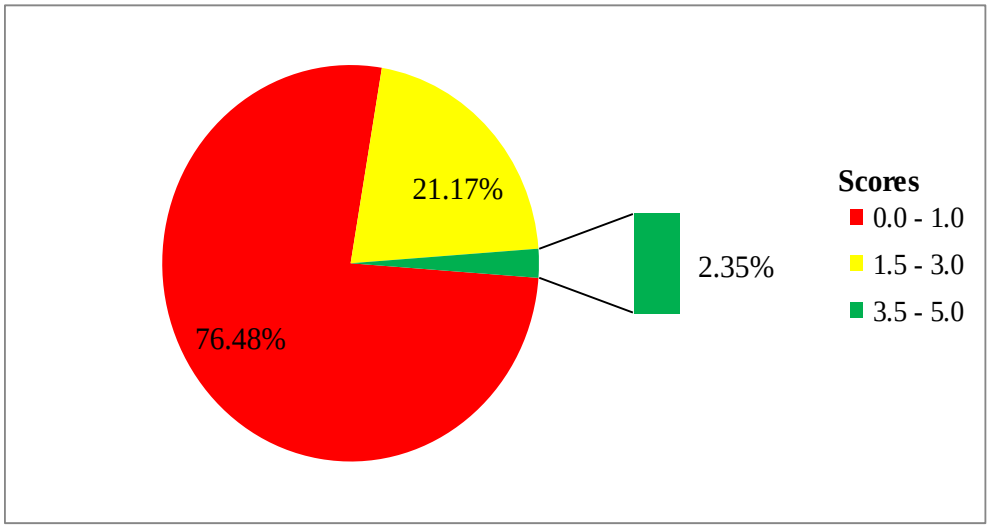


Figure 2: *The performance of the candidates in question 2.*

Item (i) instructed the candidates to identify the process where loose materials are removed from the rocks by the force of moving water. The candidates who were able to match the correct answer C "Hydraulic" had knowledge on the process of river erosion that involved the removal of loose materials from rocks by the force of moving water. However, the candidates who opted for A "Corrasion", F "Attrition" I "Solution" and C "hydraulic" were aware of the process of river erosion but these processes differed in the way river erosion take place. Other distractors chosen by the candidates had no relationship with the river erosion processes.

Item (ii) tested the ability of candidates to identify fine and light particles moved by wind. The correct option J "Suspension" was matched correctly by candidates who had knowledge on the process of wind transportation by which wind transport its materials in desert areas. Nevertheless, most of the candidates matched the item with F "Attrition" and H "Abrasion". Such candidates failed to understand that abrasion and attrition are the processes of wind erosion and not wind transportation process. Such candidates failed to understand that attrition is the breaking of rock particles through collision against each other and abrasion is the breaking away of rock surface that is caused by materials such as coarse sand particles that are carried by the wind. The choice of other distractors was probably due to limited knowledge on the process of wind transportation.

In item (iii) the candidates were instructed to identify the process of dissolving soluble minerals which are found in rocks by flowing river water. Knowledgeable candidates managed to recognise the correct response I "Solution" which is the process of river transportation that involve dissolving soluble materials and carried in form of solution by river water. Those who opted for J "Suspension" had limited knowledge on process of river transportation hence failed to identify exactly process involved dissolving of soluble minerals found in rocks and transported by river. Other candidates who opted for other responses had no knowledge of process of river transportation.

In item (iv) the candidates were instructed to identify the process that involves tearing away of blocks of rocks which have become frozen into the sides or bottom of a glacier. The correct answer B 'Plucking" was chosen by candidates who had enough knowledge on glaciation particularly in the process of glacial erosion which occurs in the highland area. However, some candidates matched it with H "Abrasion", which is the wearing away of rocks beneath a glacier. The alternatives of other distractor were out of scope.

Item (v) instructed the candidates to identify the action that can move beach materials such as pebbles and other rock fragments from the shore of the ocean. The candidates who were able to match with the correct answer E "Deposition" were aware of the wave action especially in the process of wave deposition which transports materials to the ocean by action of swash. However, due to lack of knowledge on the process of wave deposition, some candidates opted for other distractors.

2.1.3 Question 3: Short Answer Question

The question had three parts. Part (a) instructed the candidates to define the term soil, part (b), instructed the candidates to explain in brief four importance of soil to human life and part (c), instructed the candidates to mention three sources of soil nutrients. The question had a total of 10 marks.

A total of 316,573 (100%) candidates attempted this question out of whom 119,924 (37.88%) performed poorly with scores ranging from 0 to 2.5 marks out of which 50,207 (15.86 %) candidates scored a 0 mark. Moreover, 38.09% candidates had an average performance ranging from 3

to 6.5 marks and 24.03 % performed well by scoring from 7 to 10 marks. This trend of statistical data indicates that the general performance in this question was average since 62.12 percent of the candidates scored from 3 to 10 marks. Figure 3 illustrates the average performance of candidates of this question.

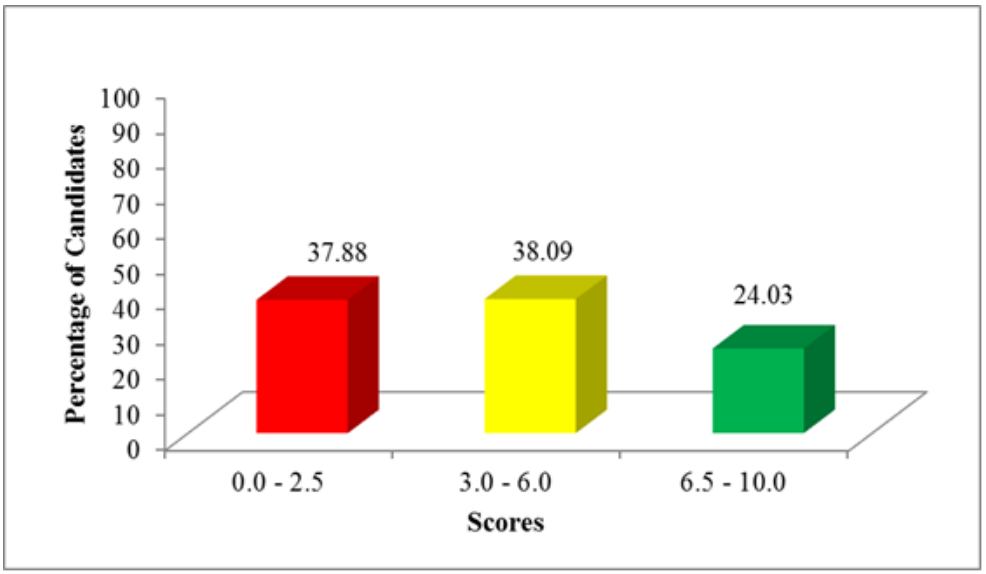
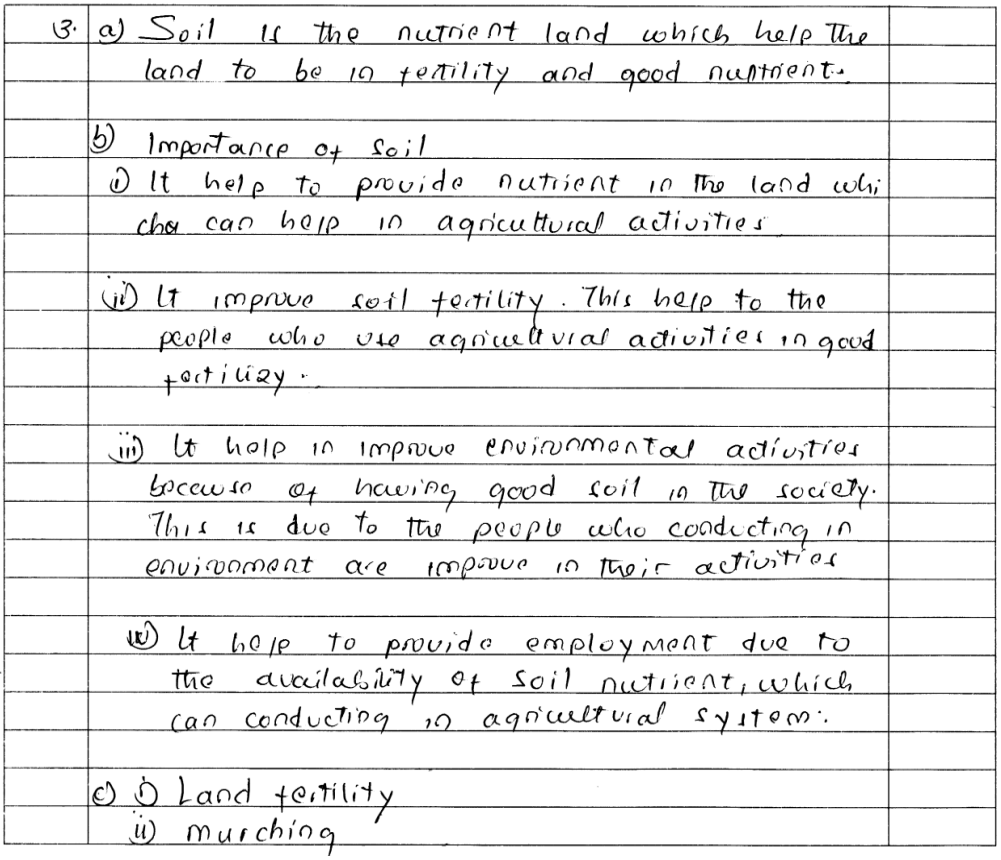


Figure 3: *The average performance of the candidates in question 3.*

Despite the fact that the question was clear and involved soil which is found all over Tanzania, 37.88 percent of the candidates who performed poorly lacked sufficient knowledge of the subject matter which made them to score low marks. Among the candidates in this category, 50,207 (15.86%) candidates scored 0 mark in this question. These candidates who scored a 0 mark some of them misconceived the task of the question while others lacked the knowledge of the subject matter hence provided irrelevant responses. For example, in part (a), one candidate defined soil as *the process of the geographical which make land to changes* instead of the correct definition of soil. In part (b) some candidates failed to explain the importance of soil to human life, instead one candidate wrote (in grammatically incorrect sentences)*it enable people to study of soil, it enable to improve of study of soil.* In part (c), the candidates failed to mention three sources of soil nutrients instead some misconceived the question demand and mentioned measures of controlling soil erosion such as *good ways of cultivation, avoid burning of trees and destocking* while

others listed types of soil such as loam soil, clay soil and sand soil. Additionally, the responses of candidates who scored poor marks were characterised by poor English Language skills. Extract 3.1 is an example of such irrelevant responses in this question.

Extract. 3.1


3. a) Soil is the nutrient land which help the land to be in fertility and good nutrient.

b) Importance of soil

i) It help to provide nutrient in the land whi cha can help in agricultural activities.

ii) It improve soil fertility. This help to the people who use agricultural activities in good fertiizy.

iii) It help in improve environmental activities because of having good soil in the society. This is due to the people who conducting in environment are improve in their activities

iv) It help to provide employment due to the availability of soil nutrient, which can conducting in agricultural system.

c) i) Land fertility

ii) murching

Extract 3.1 shows a sample of irrelevant responses by a candidate who failed to: define soil, provide its importance and mention sources of soil nutrient. Also he/she was poor in English Language skills.

However, 113,286 (38.09%) of the candidates who scored average marks faced a number of inadequacies which prevented them from scoring higher marks. Some candidates were able to define soil, explain at least two importance of soil to human life and mention one source of soil nutrients. Moreover, some candidates managed to define soil imperfectly as well as explain two importance of soil to human life and mention one correct answer for source of soil nutrients. Additionally, poor ungrammatical

responses were common in the responses of some of the candidates in this group.

On the other hand, 65,072 (20.56%) of the candidates had good knowledge of the subject matter hence they were able to define soil correctly as: *the upper surface layer of the earth's surface which is composed of different organic and inorganic materials*. Also they managed to explain importance of soil to human life and mentioned correctly sources of soil nutrients such as, *support plant growth and animal life, building materials, source of minerals, storage of water, cultural and medicine value and habitant for living organism.* The good performance was due to sufficient knowledge on the subject matter, adequate proficiency in English language and knowledge of soil in real life experiences. Generally, the variation of the candidates' scores in this category depended on the degree of relevance and clarity of candidates' definitions and explanations. Extract 3.2 is a sample of such a good responses.

Extract 3.2

3 a) Soil is the uppermost surface layer of the earth's crust which overlies the crustal rocks and on which plants grow.

b) Importance of soil are:
1. Soil is used for Agriculture
-The soil is the main natural resource where plants grow, hence Agriculture can only be practiced on the soil. Thus the soil is important for Agriculture.

3b) 2. The soil is a habitat for some organisms
- Organisms like rabbits, roddents and rats have their habitats in the soil. Thus, the soil provides habitats for organisms.

3. The soil contains valuable minerals which can be extracted and sold to gain maximum profit. Minerals in the soil are like gold diamond, silver and iron.

4. The soil provides building materials
-Materials like Limestone and cement are found in the soil and they contribute largely on the building of various structures.

c) Sources of soil nutrients are:
1. Decaying and decomposing matter which was buried in the soil.

2. Soil nutrients are also obtained from inorganic fertilizers which are applied to add nutrients to the soil.

3. Soil nutrients are also obtained from animal wastes if the wastes are deposited on the soil.

Extract 3.2 shows a sample of responses by a candidate who provided a relevant definition of soil, explained importance of soil to human life and mentioned sources of soil nutrients.

2.2 Section B: Application of Simple Statistics, Introduction to Research and Elementary Survey and Map.

2.2.1 Question 4: Application of Simple Statistics

This question had two parts (a) and (b). In part (a) the candidates were required to define compound bar graph and part (b) had two parts, (i) and (ii), the candidate were required to study carefully the table given on hypothetical data about cash crops production (in '000 tonnes) in East Africa in the year 2000, then answer the questions that followed:

Country	Crops		
	Coffee	Tea	Cotton
Kenya	2200	2000	1800
Uganda	1700	700	800
Tanzania	1300	1900	2300

In part (b) (i) the candidates were instructed to draw compound bar graph to represent the data provided and in part (ii) the candidates were required to outline four merits of using compound bar graph.

The question was attempted by all 316,573 candidates, out of whom 47,027 (14.86%) scored a 0 mark, 114,043 (36.02%) scored from 0.5 to 2.5 marks, 96,254 (30.40%) scored from 3 to 5.5 marks and 59,249 (18.72%) scored from 6 to 9 marks. The general performance in this question was average as Figure 4 illustrates.

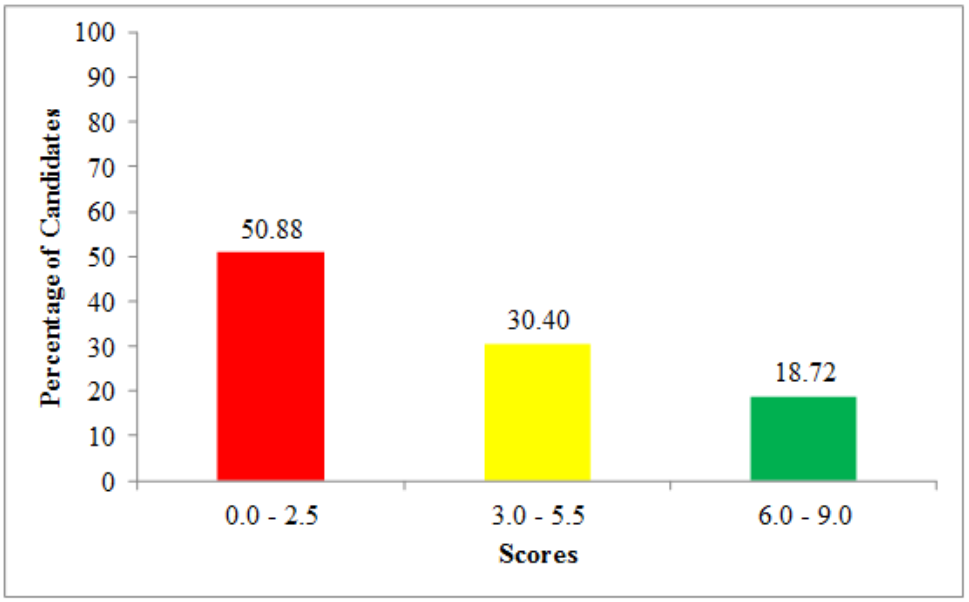
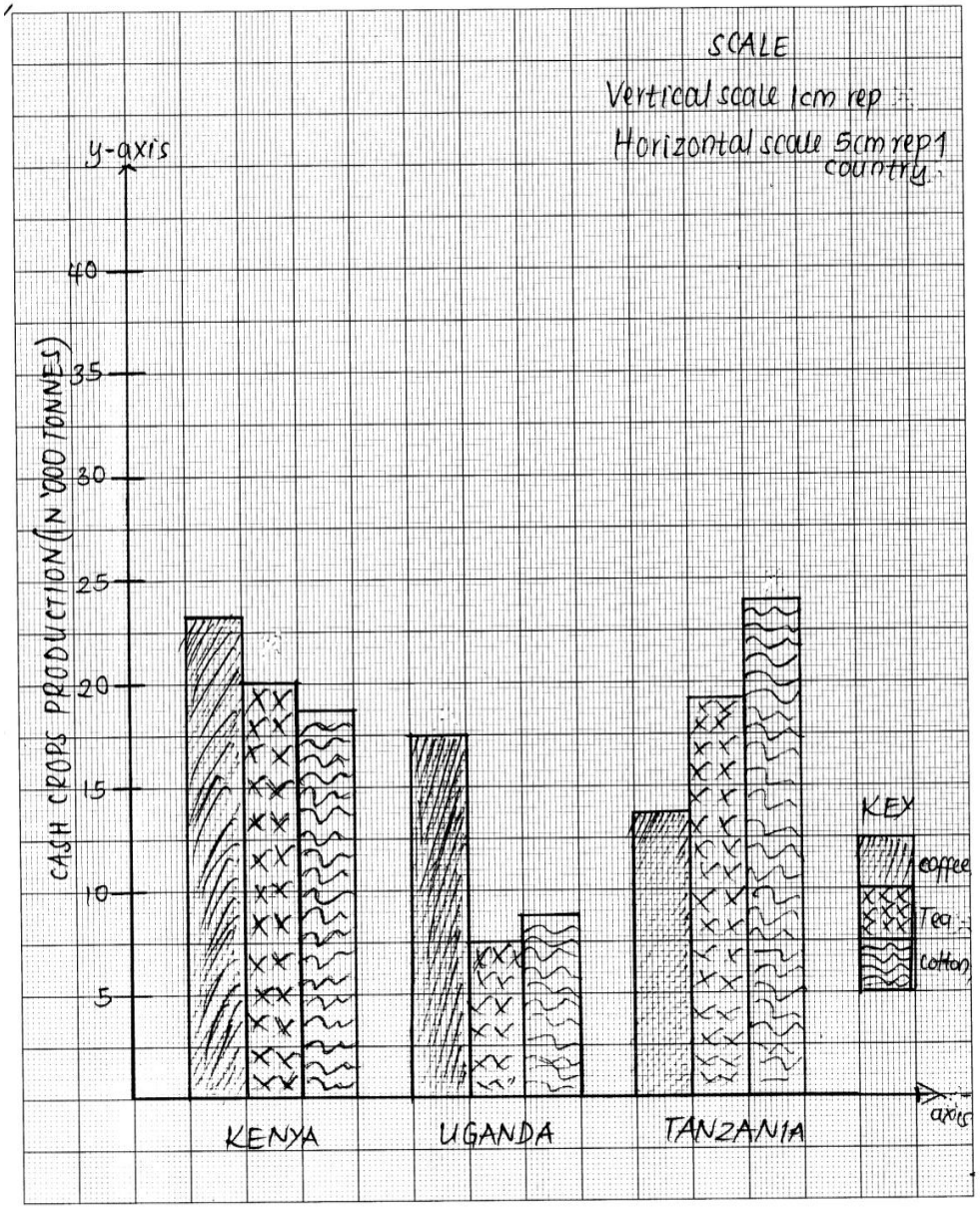


Figure 4: *Average performance of the candidates in question 4.*

The analysis of candidates' performance showed that 161,070 (50.88%) of candidates scored poorly (0 to 2.5 marks). The incorrect answers given by the candidates in this category are a clue of their limited knowledge of the subject matter which resulted to poor scores in both parts. These candidate's failure in this question could be attributed to the lack of knowledge on the subject matter and failure to understand the demand of the question.

In part (a), they failed to defined compound bar graph. For example one candidate defined compound bar graph as: *the type of graph whereby protect the ground area* while another defined it as: *the graph which used to present data compound*. In part (b), (i) the candidates failed to draw and present the data given in a compound bar graph instead some drew either simple bar graph or grouped bar graph while others left this part of the question unanswered. Similarly these candidates failed to outline the merits of using compound bar graph. Instead, some candidates outlined characteristics of compound bar graphs while others provided the demerits of using grouped bar graphs. For instance, one candidate outlined the demerits as: *it consume much time, it has many calculations*. Extract 4 is a sample of such poor response.

Extract 4.1



Extract 4.1 indicates part of the responses by a candidate who drew grouped bar graph instead of compound bar graph.

The candidates who scored average marks (30.40%) had varied weaknesses and strengths in their responses. Some of these candidates managed to define compound bar graph while others outlined few merits of compound bar graph. On the other hand, some lacked statistical skills in drawing compound bar graph while others were able to draw compound bar graph

but failed to define compound bar graph. Others failed to define compound bar graph and to draw the compound bar graph but managed to outline few merits of compound bar graph.

On the other hand, 56,249 (18.72%) candidates, who scored higher marks (6 to10) revealed adequate knowledge and skills in the Application of Statistics particularly in presenting data graphically. The candidates provided relevant definition of compound bar graph as: *a series of bar graphs which is drawn side by side on the same chart to show the relationship between sets of similar statistics for two or more items*. Moreover, the candidates were able to draw compound bar graph with a tittle, scale, key and lastly outlined merits of using compound bar graph such as: *it shows more than one item, gives visual impression and easy to compare item values*. The candidates' scores in this group differed with variation of clarity of the points given, ability to use English language and mastery of statistical skills. Extract 4.2 illustrates responses from one of the candidates' script who performed well in this question.

Extract 4.2

4 a) A compound bar graph is a bar graph in which the bars are drawn cummulatively by adding the length of each bar according to the totals of data given. It indicates the totals more clearly.

b) i) To draw a compound bar graph:
First prepare a compound table for the data (Cash crops in '000 tonnes in E. Africa)

The compound table will be.

	Crops		
Country	Coffee	Tea	Cotton
Kenya	2200	4200	6000
Uganda	1700	2400	3200
Tanzania	1300	3200	5500

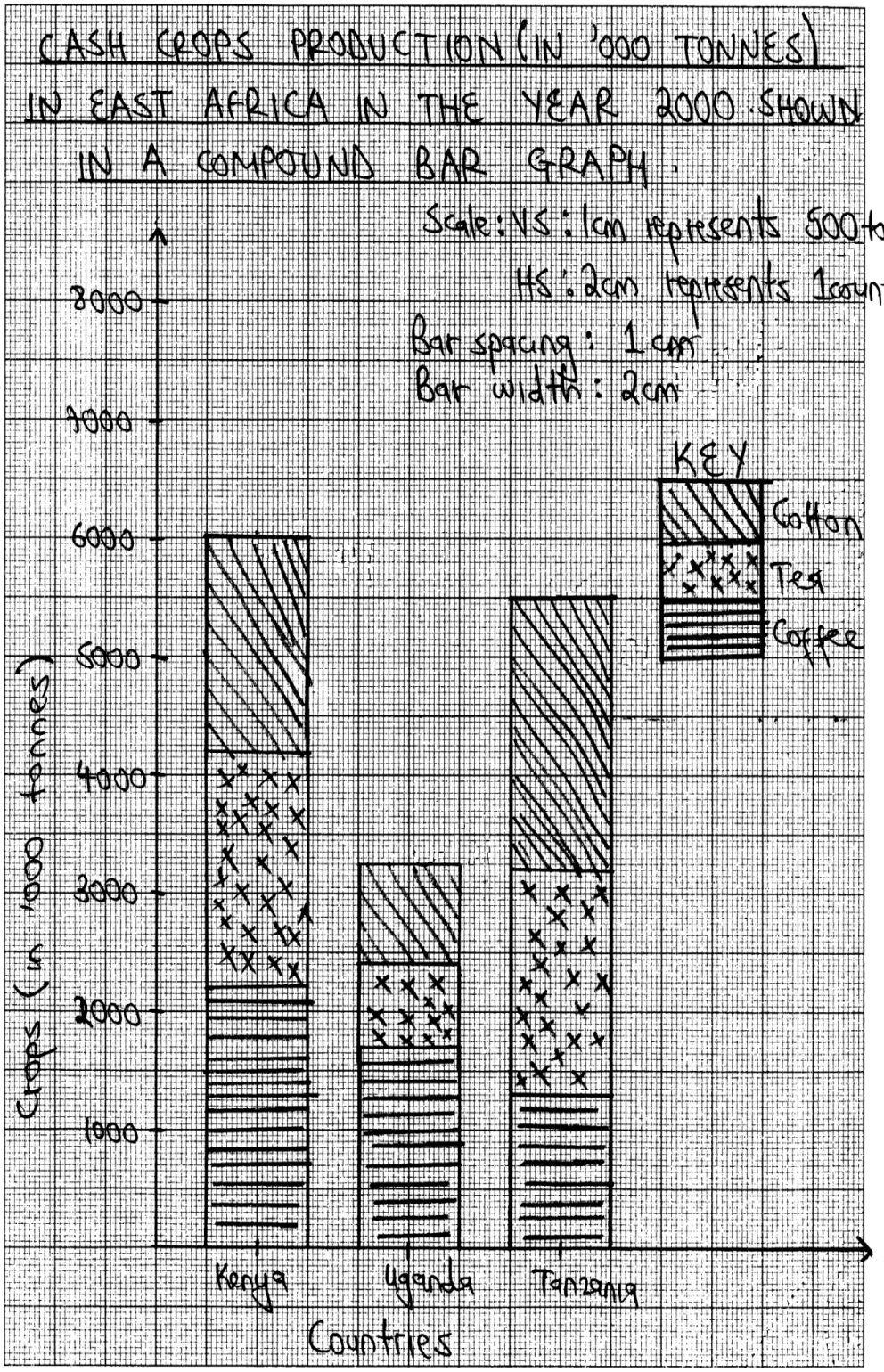
The graph is on the graph page provided.

ii) Merits of compound bar graphs.
1. It indicates the totals clearly (total values can be determined easily)

2. It creates a good visual impression to the observer

ii) 3. It saves space by drawing a lot of data on a single graph.

4. It is easy to compare the values individually by looking the length of the segments.


CASH CROPS PRODUCTION (IN '000 TONNES) IN EAST AFRICA IN THE YEAR 2000 SHOWN IN A COMPOUND BAR GRAPH.
Scale: VS: 1cm represents 500 tonnes
HS: 2cm represents 1 country
Bar spacing: 1 cm
Bar width: 2cm
KEY
Cotton
Tea
Coffee
8000
7000
6000
5000
4000
3000
2000
1000
Crops (in '000 tonnes)
Kenya
Uganda
Tanzania
Countries

Extract 4.2 is a sample of a good response by a candidate who manage to define compound bar graph correctly, draw compound bar graph by showing all the required procedures and he/she outlined four merits of using compound bar graph.

2.2.2 Question 5: Introduction to Research

The question had two parts. In part (a), the candidates were instructed to describe the following research terms: (i) Population, (ii) Random sampling and (iii) Literature review while in part (b), they were instructed to define secondary data and give four merits of secondary data.

The question was attempted by all 316,570 (100%) candidates, 142,579 (45.04%) of whom scored a 0 mark, 96,021 (30.33%) scored from 0.5 to 2.5 and 19,673 (6.21%) scored higher marks from 6 to 10 marks. Generally, the performance in this question was poor since 75.37 percent of candidates scored0 the statistical figure 5 illustrates.

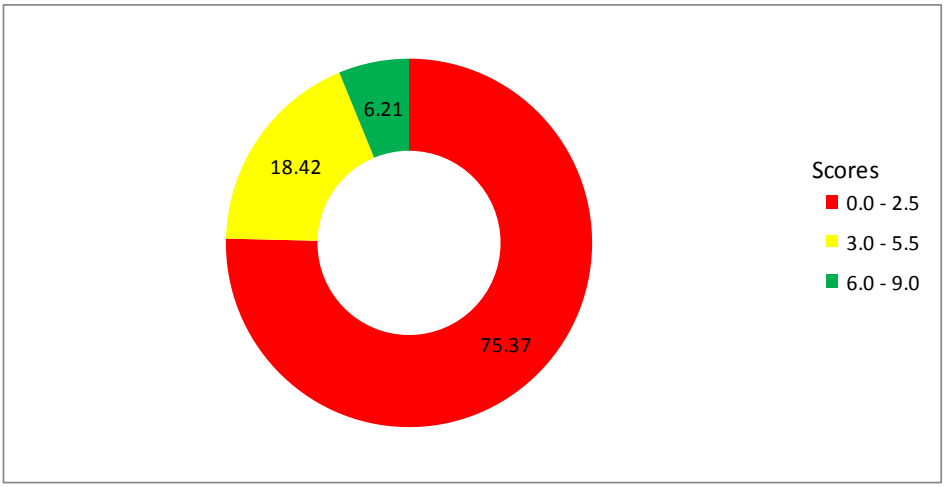
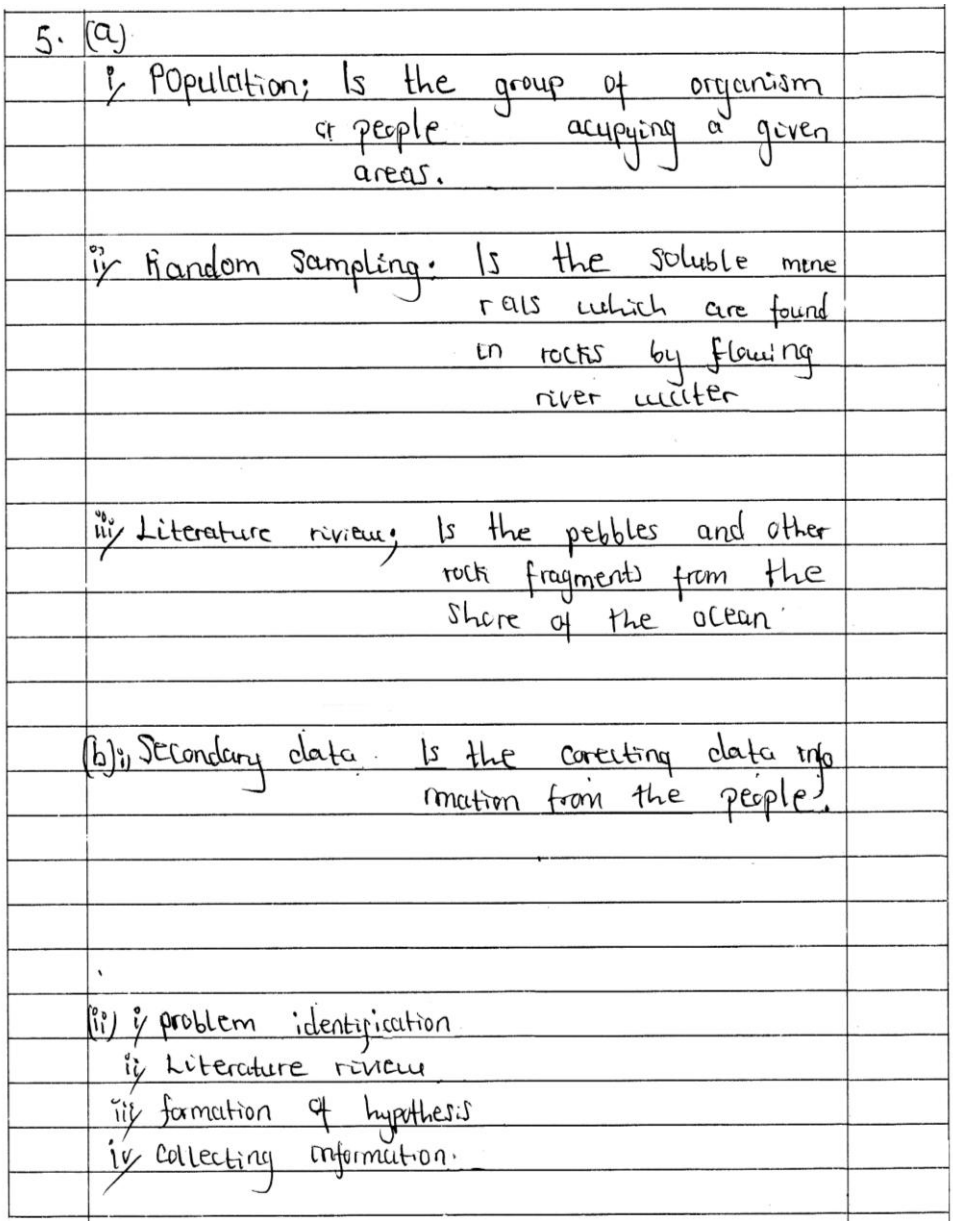


Figure 5: *The performance of the candidates in question 5.*

The majority of candidates (75.37%) who scored poor (0 to 2.5) marks had partial knowledge on the subject matter because most of them were unable to answer the question in all parts as required. Furthermore, 142,579 (45.04%) of the candidates in this category who scored 0 marks failed to provide correct responses in all parts of the question accordingly. Majority of them described human population instead of population as research term in part (a). For example, one candidate wrote *is the number of people who*

live in a particular area. Also in part (b), they described random sampling and literature review incorrectly. For example one candidate described random sampling as *a term of research that shown the sampling of the levelling sampling"* and described a literature review as *the researchers were interview and writing a data*. In part, (b) some provided definition and merits of primary data instead of secondary data. For example, one candidate wrote merits of primary data as: *it tends to formulate possible solutions of a problem asked,* Extract 5.1 and 5.2 are samples of candidates' responses who performed poorly.

Extract 5.1


5. (a)

i) Population: Is the group of organism or people acupying a given areas.

ii) Random Sampling: Is the soluble mine rals which are found in rocks by flowing river water

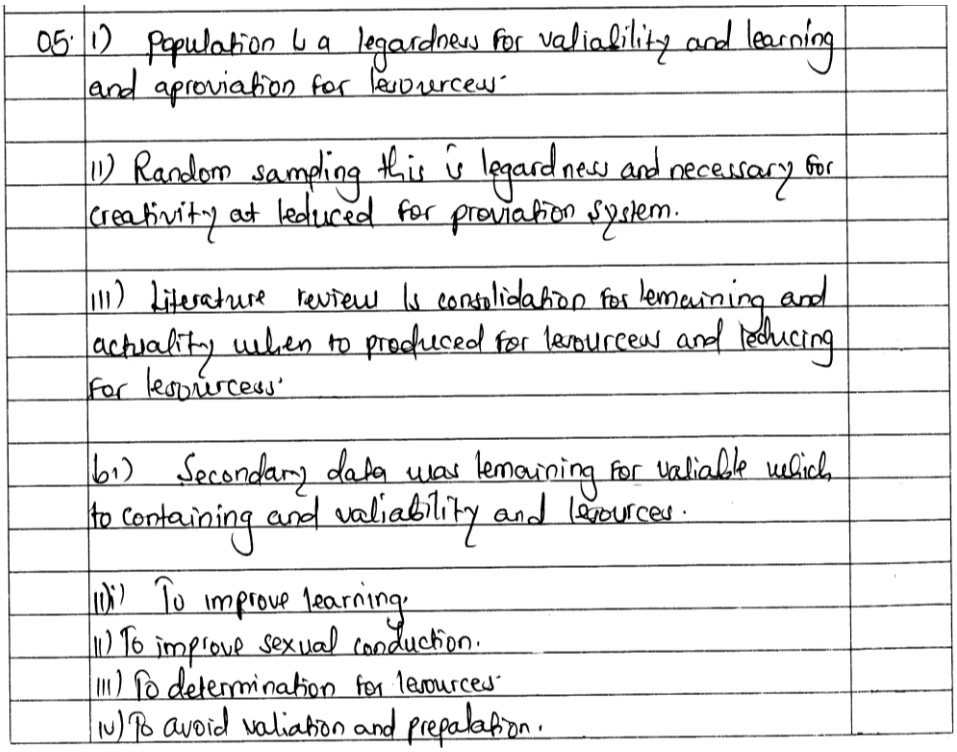
iii) Literature review: Is the pebbles and other rock fragments from the shore of the ocean

(b) i) Secondary data: Is the carelting data information from the people.

ii) i) problem identification
ii) Literature review
iii) formation of hypothesis
iv) Collecting information.

Extract 5.1 shows a sample of responses by a candidate who misconceived the demand of the question, in part (a) instead of describing the research terms as required the candidates provided the descriptions of: (i) population in general (ii) river erosion and (iii) Wave deposition. In part (b) he/she defined interview instead of secondary data and outlined stages of research work instead of merits of secondary data.

Extract 5.2



Extract 5.2 shows a sample of irrelevant responses by a candidate who lacked knowledge of the subject matter with poor English Language.

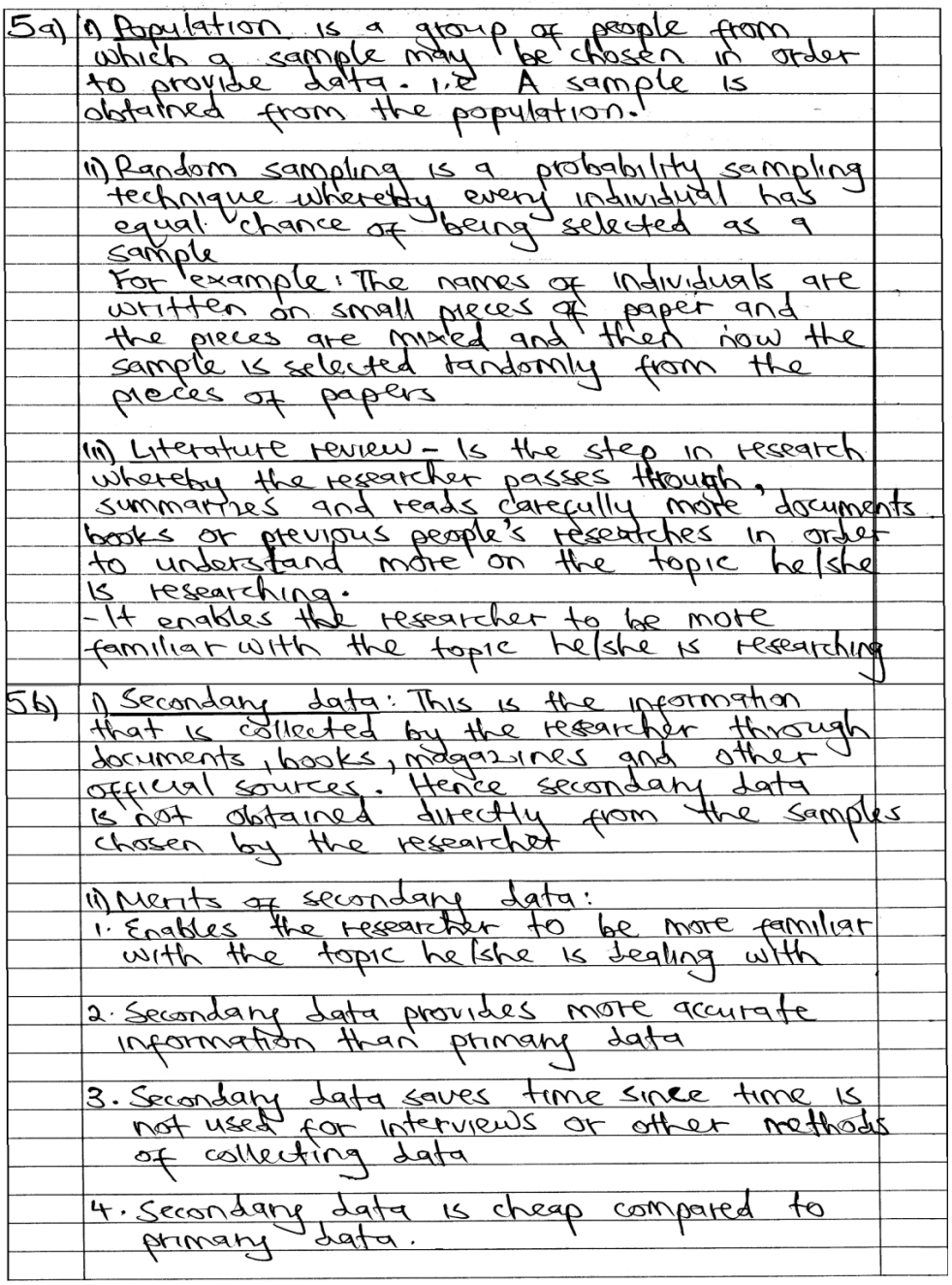
The candidates who scored average marks (18.42%) had several strengths and weaknesses in their responses since they were able to provide correct answers for some parts of the question. In part (a), some of the candidates managed to describe at least one or two research terms while in part (b), they were able to define secondary data and gave at least one or two merits of secondary data. The variation of the candidates' marks depended on number of the correct descriptions and the points provided.

On the other hand, 19,673 (6.21%) candidates who scored from 6 to 9 marks provided correct responses which met the demand of the question. In part (a), the candidates were able to describe correctly the research terms. For example, one candidate described Population as: *a group of people or items which the researcher is interested to study*, Random sampling as: *a sampling technique whereby each member of a study population has an equal chance to be include in the sample* and Literature

review as: *reading and incorporating previous studies which are related to one's research problem*.

In part (b), the candidates defined secondary data as: *the research information collected through reading the written sources which are relevant to the research study* and gave merits of secondary data correctly such as: it is easier to collect data, most of the data collected are not expensive, provide data which may not be easily acquired from primary sources and it is easier for the researcher to understand the trend. However, their marks varied according to the correctness of their responses. Extract 5.3 is a sample of such a good responses.

Extract 5.3


5a) i) Population is a group of people from which a sample may be chosen in order to provide data. i.e A sample is obtained from the population.

ii) Random sampling is a probability sampling technique whereby every individual has equal chance of being selected as a sample
For example: The names of individuals are written on small pieces of paper and the pieces are mixed and then now the sample is selected randomly from the pieces of papers

iii) Literature review - Is the step in research whereby the researcher passes through, summarizes and reads carefully more documents books or previous people's researches in order to understand more on the topic he/she is researching.
- It enables the researcher to be more familiar with the topic he/she is researching

5b) i) Secondary data: This is the information that is collected by the researcher through documents, books, magazines and other official sources. Hence secondary data is not obtained directly from the samples chosen by the researcher

ii) Merits of secondary data:
1. Enables the researcher to be more familiar with the topic he/she is dealing with

2. Secondary data provides more accurate information than primary data

3. Secondary data saves time since time is not used for interviews or other methods of collecting data

4. Secondary data is cheap compared to primary data.

Extract 5.3 is a part of good responses by a candidate who managed to describe the research terms correctly in part (a) and in part (b), he/she defined and gave four merits of secondary data.

2.2.3 Question 6: Elementary Survey and Map

There were two parts in this question (a) and (b). In part (a) candidates were instructed to describe plane table survey while part (b) instructed the candidates to explain five importance of plane table survey.

A total of 316,572 candidates attempted this question. The general performance of this question was poor since 253,733 (80.15%) candidates performed poorly by scoring from 0 to 2.5 marks with 174,225 (55.03%) candidates scoring 0 mark. Further analysis showed that 52,627 (16.62%) candidates scored from 3 to 5.5 marks which is an average performance and 10,212 (3.23%) scored higher (from 6 to 9) marks of which only 146 (0.05%) candidates scored full mark. The distribution of candidates' scores in this question is shown in Figure 6.

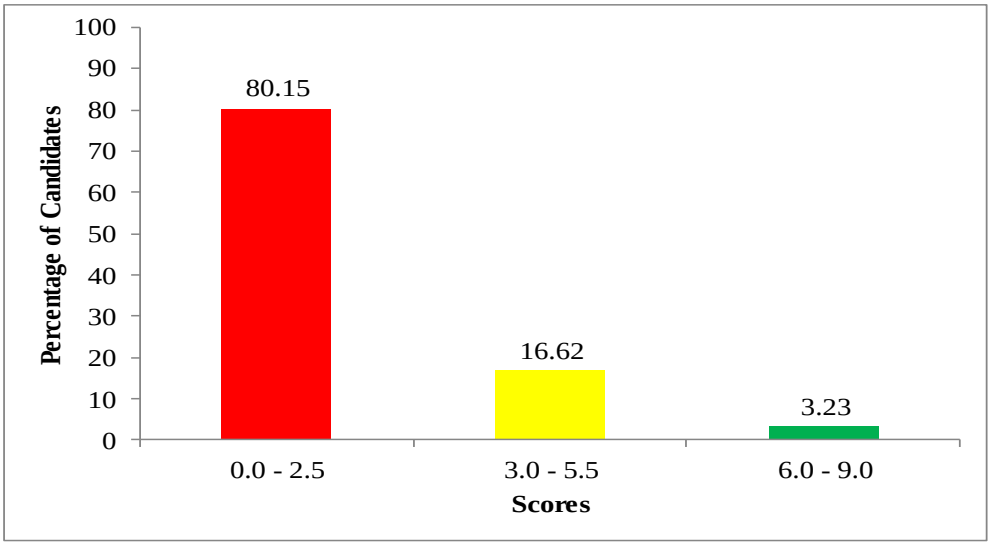


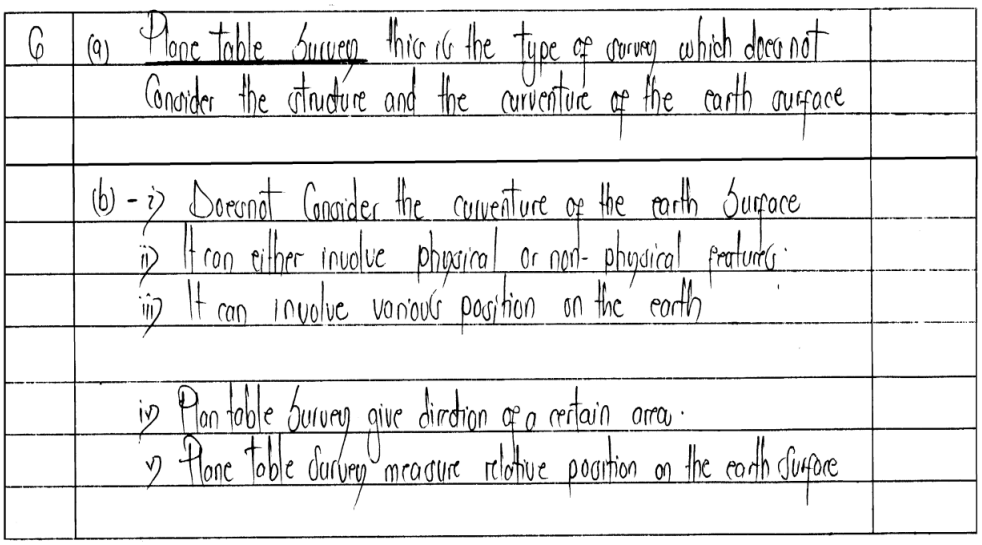
Figure 6: *The performance of the candidates in question 6.*

The majority of the candidates (80.15%) who scored from 0 to 2.5 had partial knowledge on plain table survey and its importance. The analysis of performance revealed that 55.03 percent of the candidates who scored 0 mark failed completely to describe and explain on the importance of plane table survey. Some of them wrote the terms related to the topic of *Survey and Map Making* such as plane and chain surveying while others omitted the question. some of the candidates described *plane surveying* instead of *plane table survey* while others described *prismatic compass survey*. For

example, one candidate described plane table survey as: *the survey technique which deals with the measurement of angles on the map* while the other described it as*: the type of survey that is done without considering the earth's curvature.*

In part (b), the candidates failed to describe importance of plane table survey instead they explained irrelevant points. For example, one candidate explained importance of plane table survey as *helping in measuring of the tables, providing us with various information and making points correctly*. However, those candidates who scored from 0.5 to 2.5 marks managed to score very low marks in both parts. Such approaches and the irrelevant answers given by candidates in this category are clue of their limited knowledge and skills of *Survey and Map Making* topic. Extract 6.1 reveals poor responses in this question.

Extract 6.1


6 (a) Plane table Survey this is the type of survey which does not Consider the structure and the curveniture of the earth surface

(b) - i) Doesnot Consider the curveniture of the earth Surface
ii) It can either involve physical or non- physical features.
iii) It can involve various position on the earth

iv) Plan table Survey give direction of a certain area.
v) Plane table Survey measure relative position on the earth surface

Extract 6.1 is a sample of response by a candidate who failed to describe plane table survey and its importance

Further analysis showed that, 52.627 (16.62%) candidates scored average marks. These candidates had some strength and weaknesses in their responses. In part (a) some of the candidates partially described the plane table survey while others described other things related to surveying but which do not answer the question. In part (b) some candidates were able to explain few importance of plane table survey correctly while others outlined one or two importance of plane table survey without any

explanation. Therefore, these responses lead them to score marks ranging from 3 to 5.5.

Further more, the analysis revealed that 10,212 (3.23%) candidates with higher marks largely provided sensible responses as they were able to describe plane table survey and its importance perfectly. For example, one candidate described plane table survey as *a type of survey where an accurate and rapid way of fixing the position of a distant objects on a surveying paper.* Moreover, they explained the importance of plane table survey correctly. The variation of the candidates' marks under this category depended on the clarity of their responses. Extract 6.2 indicates a sample of candidates' response who was able to answer the question correctly.

Extract 6.2

6. (a) Plane table survey is the method of survey which is rapidly and accurately used to fixing distance between two points along the line of intersection.

(b) The following are importance of plane table survey.

(i) The method is excellent displine is observation; This is where by plane table is well displine in observation which helps to measure distance accurately.

(ii) No booking is required in plane table survey; This is where by during measuring distance there is no booking this will help to measure distance properly and accurately.

(iii) The method is rapidly and accurate when measuring diftance; This is where by the plane table method is accurate when taking measurement.

(iv) The map produced in plane table survey is cut to a minimum; This is where by during the measurement the produced map is cut to a minimum.

(v) The method is simple and easy to conduct; because the method measures accurate distance.

Extract 6.2 is a sample of response by a candidate who provided correct responses by describing plane table survey and explained five importance of plane table survey.

2.3 Section C: Map Reading and Photograph Interpretation

2.3.1 Question 7: Map Reading and Interpretation

This question consisted of four parts in which candidates were instructed to study carefully the map extract of Arusha (Sheet 55/3) provided and to: (a) describe the relief of the mapped area, (b) giving evidence, mention the major means of transport shown in a map, (c) change the scale of the map into a statement scale and (e) With evidence from the map, identify three social services which are found in the area given.

The question was compulsory and attempted by 316,571 candidates. The analysis of candidates performance shows that, 192,794 (60.90%) candidates performed poorly with their marks ranging from 0 to 5 marks of which 45,508 (14.38%) scored a 0 mark. Further analysis indicates that 120,610 (38.10%) candidates their marks ranged from 5.5 to 11.5 and only 3,166 (1.00%) candidates scored from 12 to 17 marks. The general performance in this question was average since 39.10 percent of the candidates scored 30 marks and above.

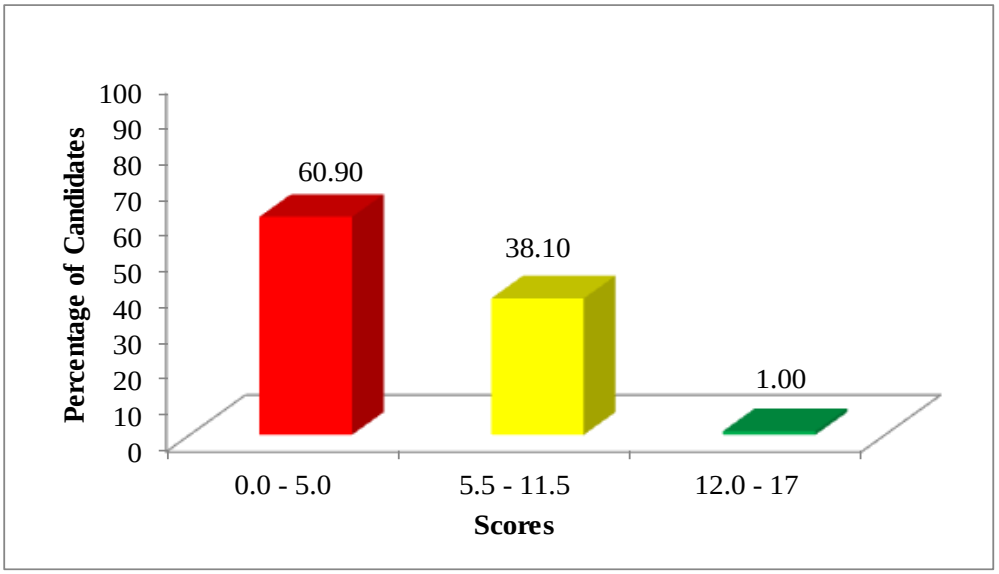


Figure 7: *The performance of the candidates in question 7.*

Statistical analysis shows that majority of candidates (60.90%) scored poor marks of which 45,508 (14.38%) scored 0 mark. The candidates who scored 0 mark failed to score any mark in all parts of the question. These

candidates had poor knowledge of practical skills on Map Reading and Interpretation topic and others did not understand the demand of the questions.

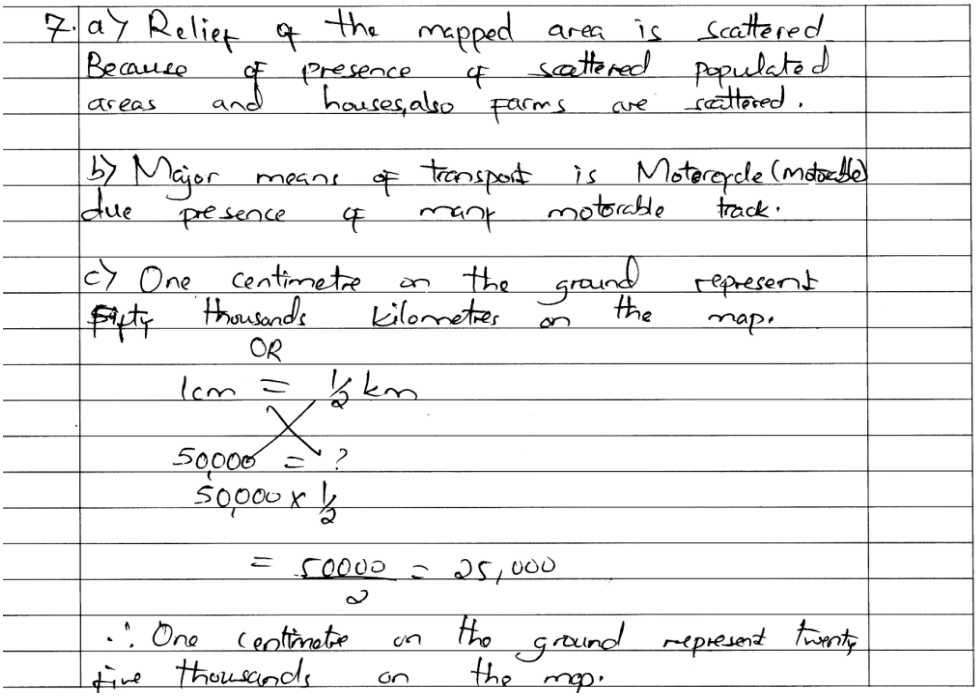
In part (a), the candidates were unable to describe the relief of the mapped area and other candidates left the question unanswered. For example, one candidate described relief as *vegetation* while another described it as *scattered due to scattered populated area.*

In part (b), the candidates were not able to provide the evidences from the map that identify major means of transport and instead they provided irrelevant answers. Majority of them mentioned major means of transport as *air transport* while others mentioned *motorcycle*. For example one candidate wrote: *motorcycle due to presence of many memorable tracks.*

In part (c) the candidates were unable to change the scale of the map into statement scale provided as one centimetre on the map represent 50,000 kilometre on the ground. For example, one candidate wrote: *The statement scale is 9km* while other candidates changed the statement scale incorrectly as: *2 km: 1cm on the ground* instead of: *one centimetre on a map represents a half kilometre on the ground* or *one centimetre to a half kilometre*.

In part (e) candidates were not able to give evidences which identified three social services found in a map. Instead they provided irrelevant responses. For example some of the candidates provided physical features such as *roads, schools, railway, hill, river,* and *mountain* while others provided human activities such as fishing, transportation and tourism. Extract 7.1 represents a sample of a poor response.

Extract 7.1


7. a) Relief of the mapped area is scattered Because of presence of scattered populated areas and houses, also farms are scattered.

b) Major means of transport is Motorcycle (motorbike) due presence of many motorable track.

c) One centimetre on the ground represent ~~fifty~~ thousands kilometres on the map.

OR

1cm = ½ km

50,000 = ?

50,000 x ½

= 50000 / 2 = 25,000

∴ One centimetre on the ground represent twenty five thousands on the map.

Extract 7.1 represents a part of a response from a candidate who provided irrelevant answers.

Further analysis shows that 120,610 (38.10%) of candidates who scored average marks had strengths and weaknesses in answering some parts of the question. For example, some of the candidates responded only on few parts of the question correctly and left some parts unanswered due to inadequate knowledge on map reading and Interpretation skills while others mixed up relevant and irrelevant responses. In part (a), some candidates were able to mention the relief found on the map without giving description. In part (b), some of them mentioned the major means of transport of the mapped area without giving any evidences and others provided evidence with partial explanations. In part (c), the candidates were able to express map scale into a statement but failed to write the correct number of scale and others wrote map scale with a wrong statement and few candidates expressed a good statement of a map scale. In part (e), the candidates managed to identify social services which are found in the area but failed to give evidence from the mapped area. These candidates were able to satisfy few correct points demanded in all parts of the question. However, differences in scores depended on the degree of correctness of their responses.

Furthermore, few candidates (1.00%) who scored higher marks (12 to 17) were able to understand the demand of the question. Due to their sufficient knowledge on subject matter, they were able to: part (a), describe well the relief of the mapped area with evidence from the map given. For example one candidate described relief features as *highland is characterised by rising land around regular hills and irregular hills with scattered hills,* this is shown by *Loljoro hill in the South Eastern part of the map and Plateau as area dominated by lowlands indicated by the plantations in the Eastern, southern and western parts of the area.*

In part (b), the candidates managed to mention major means of transport shown in the map by giving evidence to support their answers, such as *all weather road loose surface in Southern part of the mapped area*. In part (c), expressed statement scale of a map as *One centimetre on the map represents a half kilometre on the ground*. In part (e), the candidates managed to identify three social services which are found in the mapped area by giving evidence to support their answers. For example *water supply due to availability of large dam at Simanjiro, Education due to presence of schools at Mwangula, Kisongo, Olmatonyi Chini, power supply due to presence of power line from grid reference 222236, health services due to presence of dispensary at Olmatonyi Chini*. However, some candidates exhausted all the points needed in the question, while others responded only on some parts thus some scored higher marks than others. Extract 7.2 is an example of the candidate who performed well.

Extract 7.2

7. a/ The relief of the mapped area /Relief divided into two categories namely highland and lowland. It may be highland due to presence of Hills. Forexample Lemugur hill, Kivetek hill grid difference 26s19s and 28s26s respectively. Also, it may be Lowland due to the presence of Estates, such as Lakilaki, Ayati, and Burka estate and Dams as shown in the mapped area.

b/ Main means, transport shown on the mapped area is ROAD TRANSPORT from grid reference 378276 to 223233.

7 c/ Given: Map scale = 1:5000
Required: statement scale.
conversion:
1km = 100000cm
? 1/2km = 50000cm

$\frac{1km \times 50000cm}{100000cm} = \frac{100000cm \times x}{100000cm}$

$x = \frac{50000km}{100000}$

$x = \frac{1}{2}km.$

Therefore, One centimetre on the map represent half kilometre on the ground.

7 e/ Three social services which are found in the area.
i/ Water supply due to the presence of Dams nearby Game Controlled area and Elgon hill.
ii/ Education due to presence of schools like Kisongo, Muaranguka.
iii/ Health service due to presence of Dispensary near olmoloni Chini.

Extract 7.2 indicates sample of good responses by a candidate who answered the question well.

2.3.2 Question 8: Photograph Reading and Interpretation

The question instructed the candidates to study the photograph provided and to answer the questions that followed. The question had four parts: (a), (b), (c) and (d). The candidates were required to: (a) suggest the title of the photograph, (b) (i) name the type of forest seen in the photograph, (ii) give two characteristics of the forest named in (i), (c) outline three ways of interpreting the photography given, (d) (i) identify the product in the middle ground of the photograph and (ii) give two uses of the product in the middle ground of the photograph.

This question was attempted by 316,564 candidates, whereby 77,555 (24.50%) scored 0 mark, 108,358 (34.23%) scored from 0.5 to 2.5, 120,650 (38.11%) scored 3 to 6 marks and 10,001 (3.16%) scored from 6.5 to 10 marks. The general performance in this question was average since 41.27 percent of the candidates scored from 30 percent and above (from 3 to 10 marks). Figure 8 represents performance in this question.

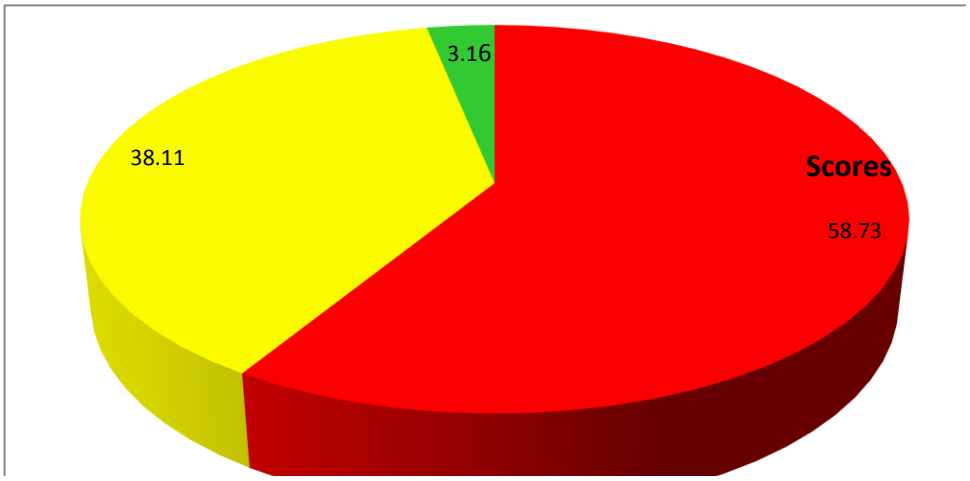


Figure 8: *The average performance of the candidates in question 8.*

Analysis of candidates' performance shows that, 185,913(58.73%) candidates scored from 0 to 2.5 marks due to the partial knowledge on Photography Reading and Interpretation. Furthermore, 77,555 (24.50%) of the candidates in this category scored 0 mark as they lacked knowledge on Photograph Reading and Interpretation which made them to misinterpret the demands of the question. For example, in part (a), some of the candidates suggested the type of the photograph as *ground/horizontal photograph, vertical photograph* and *oblique photograph* instead of the title of the photograph which is; *logs production/ lumbering/forestry*. This indicates that they lacked knowledge on interpreting the title of the photograph.

In part (b), (i) majority of the candidates named the type of the forest seen in the photograph as *natural forest* instead of *planted or artificial* forests. This might be due to inadequate knowledge of differentiating natural forest with planted forest. Other candidates provided irrelevant responses such as "*thick forest, equatorial forest and tropical forest"*. In (ii), the candidates failed to give characteristics of the forest named in (i), instead they provided incorrect characteristics. For example, some mentioned characteristics of natural forest such as *not planted by human, they have different species.* Others provided characteristics of natural regions such as *annual rainfall is high; it is conventional type of rainfall and high temperature.*

In part (c), some candidates left the questions unanswered while others provided parts of photograph such as *fore ground, middle ground* and *back ground* as responses instead of ways of interpreting the photographs such as: *to determine the title of the photograph, estimating time and season when the photograph was taken, estimating the direction of knowledge, estimating sizes of features, identifying man-made and natural features, identifying and interpreting human activities and suggesting weather and climatic conditions*.

In part (d) (i) candidates failed to identify the product in the middle ground of the photograph. For example, some candidates identified the product in the middle ground of photograph as *buildings* and *telephone lines*, others wrote *timber, trees and forest*. In (ii), they failed to give the uses of the product in the middle ground of the photograph instead some of the candidates provided irrelevant answers such as *used to make simple image*. Extract 8.1 is an example of the candidates who performed poorly in this question.

Extract 8.1

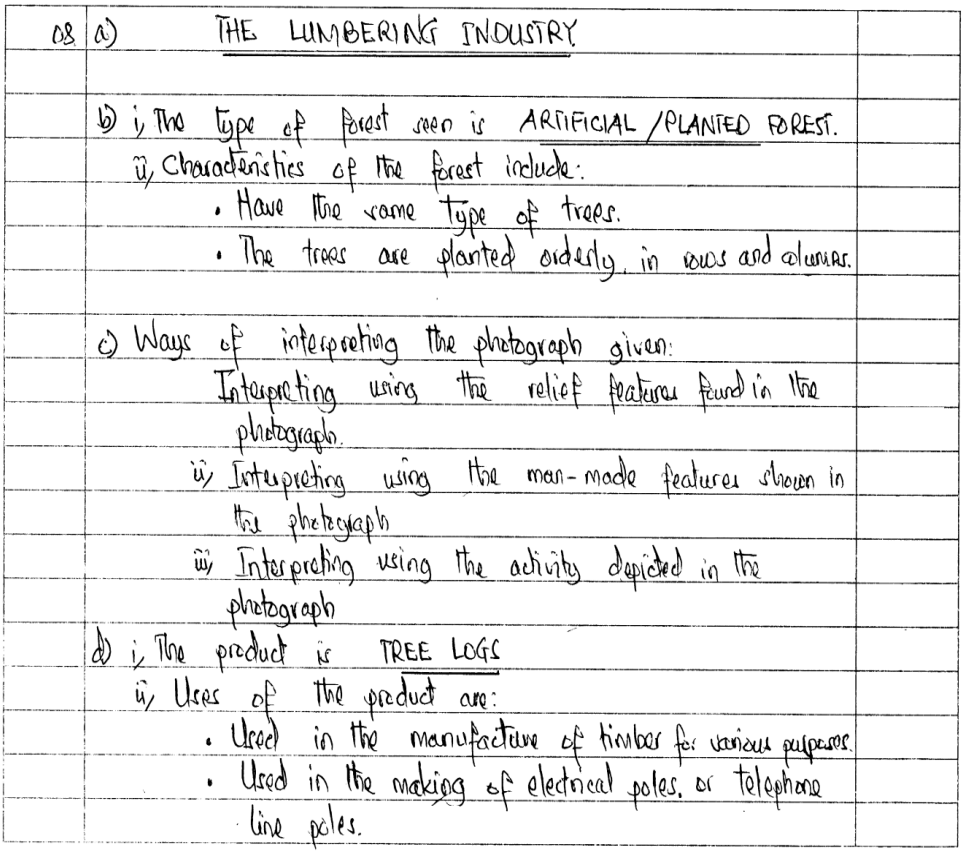
8.	a) GROUND PHOTGRAPHY TO SHOW CUTTIN OF TREES	
	b) i/ Natural forest.	
	ii/ Characteristic of natural forest	
	a) are not ligned.	
	b) It is very comprised togather.	
	c) i/ middle ground photograph	
	ii/ High ground photograph	
	iii/ low groupnd photograph.	
	d) (i) Camera	
	ii/ Uses	
	a) To show small area.	
	b) Used to make simple image.	

Extract 8.1 shows a sample of responses by a candidate who failed to answer all parts of the question.

Further analysis shows that 120,650 (38.11%) of candidates who scored average marks had some strengths and weaknesses in their responses. For example, some of the candidates failed to suggest the title of the photograph but managed to name the type of forest in the given photograph. Others gave one characteristic of the forest but failed to outline ways of interpreting the given photograph. While, others identified the product in the middle ground of the photograph but failed to give their uses. As a result, the candidates' marks ranged due to variations in correctness of their responses.

Moreover, 10,001 (3.16%) of the candidates whose scores ranged from 6.5 to 10 marks were able to answer this question relatively well since they had adequate knowledge and skills on photograph interpretation. In part (a), they suggested the title of the photograph as: *logs production, Wood production, Firewood production, lumbering activities, Lumbering, Forestry or Forestry activities.* In part (b), they named the type of forest as *planted/man-made forest* and gave the characteristics of the planted/artificial forest as *trees are mainly of one species, trees are planted in a systematic way, there is a care and proper management of the trees, the size of the tree may be the same and it can be replaced after harvesting*. These candidates showed their skills on observing photographs and identifying the correct title, types of forest and its characteristics. In part (c), they managed to outline ways of interpreting the photograph given as *identifying man-made and natural features, suggesting weather and climatic condition and determining the title of the photograph.* In part (d) (i) the candidates identified the product in the middle ground of the photograph as *logs/ woods/ firewood*. In (ii) they provided uses of product as 'providing timber, raw materials for paper industries, charcoal making and fibres from logs are used to make mats and roofing materials. However, the differences in accuracy to their responses rendered their marks to vary. Extract 8.2 is an example of a well performed candidate.

Extract 8.2


08 a) THE LUMBERING INDUSTRY

b) i, The type of forest seen is ARTIFICIAL / PLANTED FOREST.

ii, Characteristics of the forest include:

- Have the same type of trees.
- The trees are planted orderly, in rows and columns.

c) Ways of interpreting the photograph given:

Interpreting using the relief features found in the photograph.

ii, Interpreting using the man-made features shown in the photograph

iii, Interpreting using the activity depicted in the photograph

d) i, The product is TREE LOGS

ii, Uses of the product are:

- Used in the manufacture of timber for various purposes.
- Used in the making of electrical poles, or telephone line poles.

Extract 8.2 is a sample of responses by a candidate who presented answers correctly according to the requirement of the question.

2.4 Section D: Part I: Regional Focal Studies

2.4.1 Question 9: Tourism

In this question, the candidates were instructed to explain seven ways of improving tourism in Tanzania. This was the most opted question, as it attracted 268,835 (84.92%) candidates. The general performance of the candidates in this question was good since 75.05 percent of the candidates scored from 3.5 to 10 marks. However, it was only 67,088 (31.20%) of the candidates who scored 0 to 3 marks, of which 16,948 (6.30%) scored a 0 mark. The distribution of percentage of candidates' scores in this question is as shown in figure 9.

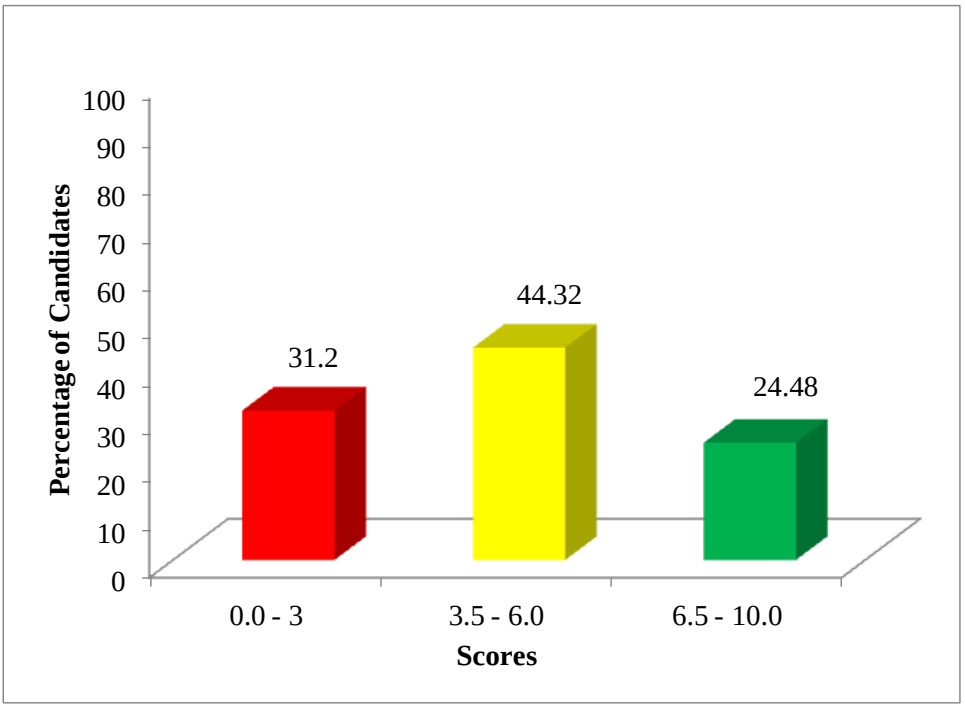


Figure 9: *The good performance of candidates in question 9.*

The analysis shows that 65.806 (24.48%) who opted for this question scored high marks. The candidates had adequate knowledge of tourism industry in Tanzania. These candidates understood the demands of the question and had good essay writing skills as they were able to provide good introduction, main body and conclusion. For example: one candidate explained ways of improving tourism in Tanzania such as *construction of transport network, improving level of hospitality, developing and expanding tourist attractions in the country*. The variations of their scores were determined by the strengths and correctness of their explanations. Extract 9.1 illustrates a sample of the candidate who performed well.

Extract 9.1

9. KWAYS OF IMPROVING TOURISM INDUSTRY IN TANZANIA.

Tourism refers to the movement of people from one place to another to visit places of interest and pleasure. Tourism can be domestic or international tourism. Tourism industry has alot of contributions in the economy of our country. It therefore has to be improved so as to continue improving the country's economy. The following are the ways of improving tourism industry;

Putting maximum capital on the tourism sector. Capital is the money required to establish a certain project. The capital should be used to develop various places of interests so as to attract more tourists to come and visit the country. For example, capital can be invested in maintainance of national parks like Mikumi thus improving tourism industry.

Employing various people who are skilled in the tourism industry. People who are well trained in the tourism sector should be employed so as to aid in the proper provision of social and pleasure services to the tourists. For example, employing more tour guides in various attractive areas

9. Proper advertisement of the available honeypots in the region. Honeypots are places of interest visited by the tourists. Advertisement help to spread the information about various attractive places in the country hence many tourists will flow into the country. For example, advertisements of mount Kilimanjaro will make more tourists come into the region

Introduction of various good services such as accomodation services like hotels which will stimulate more tourists to come. Good accomodation encourage and stimulate most foreign people to come into the country as they are assured of safety. For example, the Kilimanjaro hotel has led to the coming of many tourists.

Establishing various policies to ensure the protection of wildlife and other areas which can be used as tourist attraction centres. This will prevent the enroachment of people into these areas thus protecting the natural environment and improving tourism industry. For example, game reserves and national parks should be properly maintained.

9. Providing mass education to the people on the importance of the tourism industry to the economy of the country. This involves teaching them on how to promote tourism industry by protecting the environment and avoid environmental pollution especially near areas of tourism attraction. This will enhance the improvement of the tourism industry.

Technological development should be enforced in the country. Technology refers to the knowledge that is applied in practical ways. The improvement of technology especially by improving the communication system will help to promote the tourism industry since communication is a key factor for tourism. For example, introducing cable transports and other entertainment facilities will help to improve tourism industry.

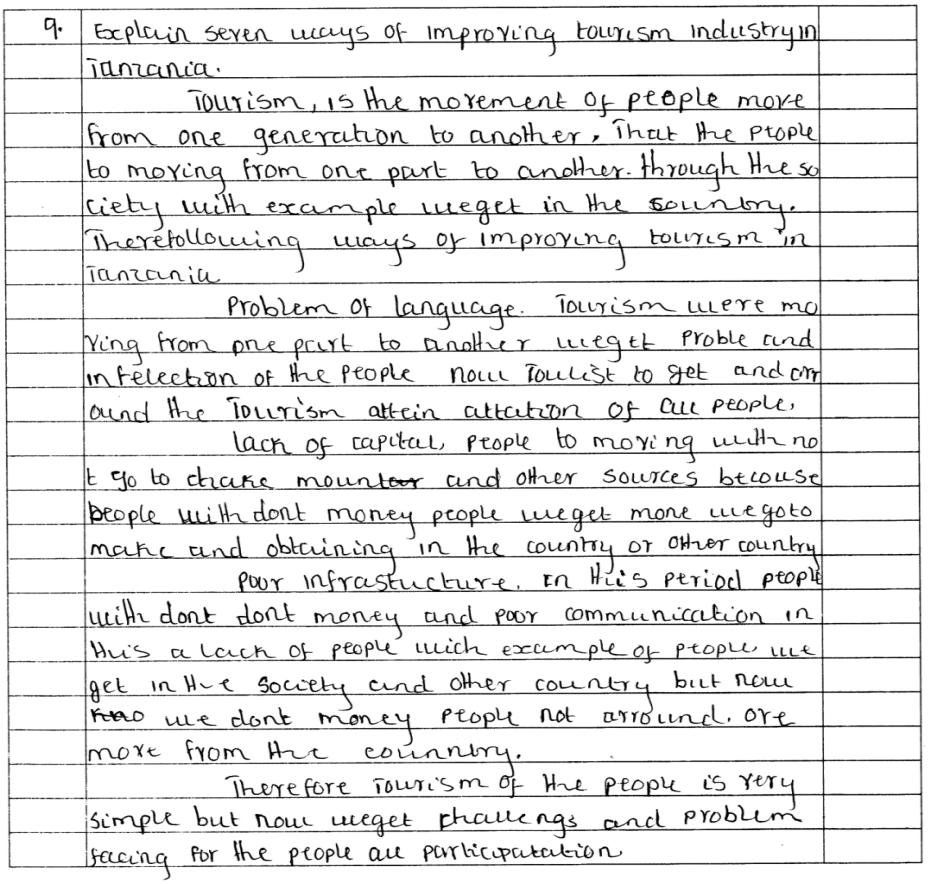
Finally, it is very essential for the government to improve the tourism industry since it is one of the major sources of income to the country. The income obtained can be used to develop other economic sectors thus leading to the boosting of the economy of the country at large.

Extract 9.1 is a sample of a relatively good response by a candidate who provided ways of improving tourism industry in Tanzania.

The 135,941 (50.57%) candidates who scored average marks had several weaknesses in their responses. For example, some of them managed to provide relevant points but failed to give correct elaborations. Some candidates provided good introduction and conclusion but mixed up the correct points with incorrect ones while others outlined points without any explanation resulting into scoring low marks. However, the difference of marks depended on the number of points provided and clarity of their explanations.

The analysis shows that 67,088 (24.96%) candidates scored poor marks. These candidates scored from 0 to 2.5 marks due to various reasons one being inadequate knowledge of the subject matter. Misconception of the question tasks led 16,948 (6.30%) candidates to provide irrelevant answers thus scored a 0 mark. Points given by the candidates in this group were based on either in negative impacts of tourism industry in Tanzania such as *terrorism, cultural destruction, and environmental degradation* or problems facing tourism industry in Tanzania such as: *lack of capital, poor infrastructure, poor marketing, poor science and technology*. Such responses reflected the lack of knowledge of the subject matter as well as failure to identify the demands of the question. Extract 9.2 illustrates a candidate who performed poorly in this question.

Extract 9.2



9. Explain seven ways of improving tourism industry in Tanzania.

Tourism, is the movement of people move from one generation to another, That the people to moving from one part to another. through the society with example we get in the country. Therefollowing ways of improving tourism in Tanzania

Problem of language. Tourism were moving from one part to another we get proble and infelection of the people now Tourist to get and on and the Tourism attain attention of all people,

lack of capital, people to moving with not go to chare mountain and other sources because people with dont money people we get more we go to make and obtaining in the country or other country

Poor infrastructure. In this period people with dont dont money and poor communication in this a lack of people with example of people we get in the society and other country but now we dont money people not around. ore more from the country.

Therefore tourism of the people is very simple but now we get challengs and problem facing for the people all participatation.

Extract 9.2 is a sample of response by a candidate who explained problems facing tourism in Tanzania instead of ways of improving tourism in Tanzania

2.4.2 Question 10: Manufacturing Industries

This question was derived from Manufacturing Industries topic. It instructed the candidates to elaborate the seven ways of managing industrial pollutants to the environment.

It was among the most omitted question which only 26,933 (8.51%) candidates opted it, 6,701 (24.88%) of whom scored a 0 mark, 6,445 (23.93%) scored from 0.5 to 2.5 marks, 9,556 (35.48%) scored from 3 to 6 marks and 4,237(15.71%) scored higher marks (6.5 to10). These data indicate that the general performance of candidates in this question was average since 51.71 percent scored marks from 30 percent and above as illustrated in figure 10.

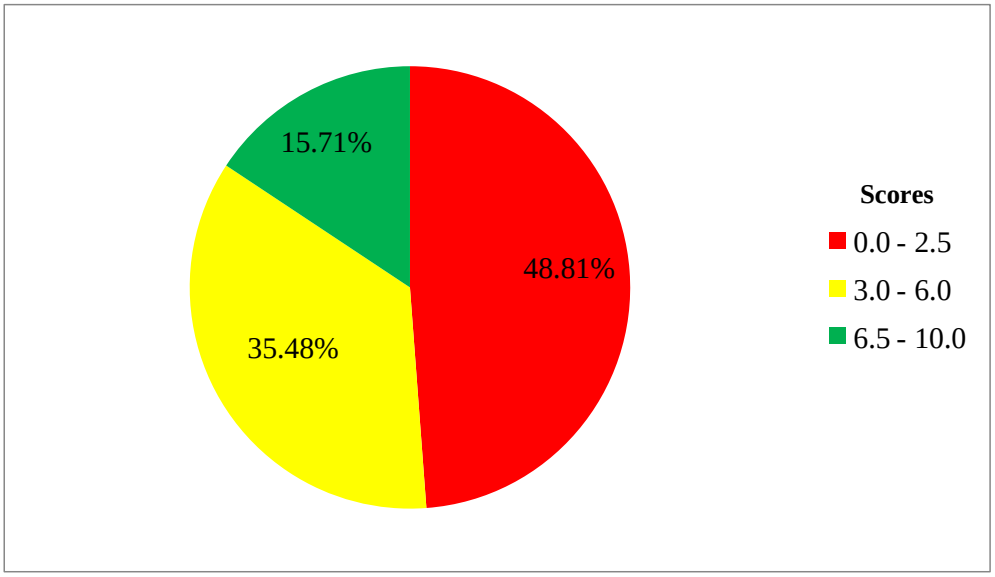


Figure 10: *The average performance of the candidates in question 10.*

Few candidates 4237 (15.71%) who scored higher marks (6 to 10) were able to provide relevant responses on the ways of managing industrial pollutants to the environment. These candidates provided good introduction, main body and relevant conclusion. Hence, the variations of scores were due to the strengths and clarity of explanations given. Extract 10.1 is an example of a good response.

Extract 10.1

10. Industrial pollutants are unwanted materials and gases which need to be disposed away for they are of no use. Industrial pollutants are mainly produced from industries in which different materials are manufactured through. These pollutants involves carbondioxide, dirty water from industries and many others. The following are the ways of managing Industrial pollutants in the Environment:

Industries should be built away from people's settlement. This is because many people have been affected readily because of this. And if Industries are built near people it will lead to those pollutants to be deposited in people's settlement and affect them thus acquiring many

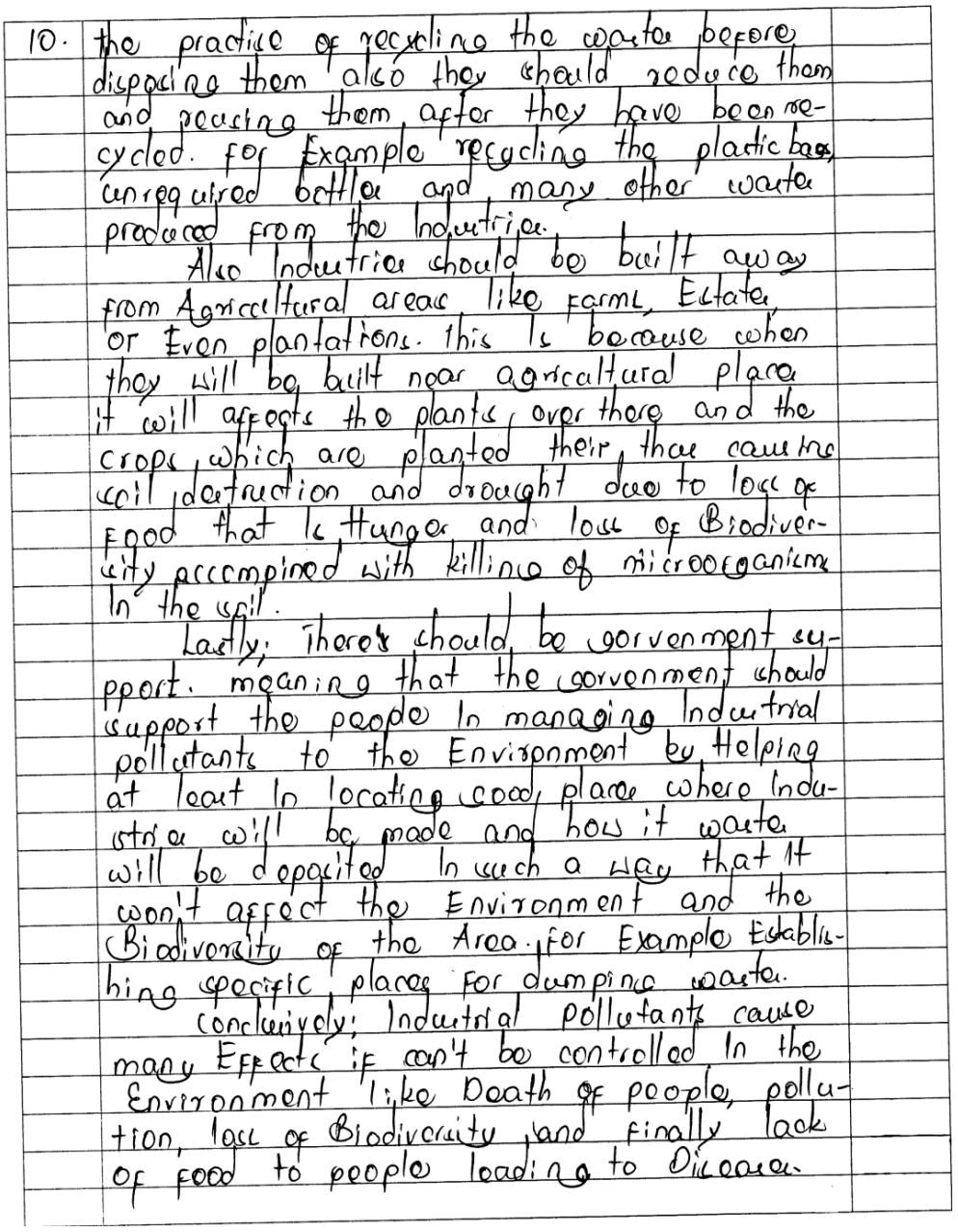
10. disease for Example cancer Tuberculosis and etc.

The government should Enact laws and policies to direct in managing Industrial pollutants in the Environment. simply because when those policies are kept the people working in Industries will follow them and thus they avoid disposing waste badly in the Environment and thus they will manage well the Environment for Example restrictions in disposal of pollutants in water bodies.

There should be Good sewage system. meaning that all water from the Industries should be well collected and dumped at the same place away from the destruction of the good Environment. That is they should Establish good sewage system Inorder to manage well the whole Environment In general. for Example they should establish a permanent dumping area and Incineration to burn all required waste material.

There should be provision of Education on how to manage our own Environment. people should be Educated by providing teachers who will teach them on how to manage Industrial pollutants to the Environment. This is because other people pollute the Environment with those pollutants without knowing so this will decrease the risk of Effects to the Environment.

There should be the application of recycling, reuse and reduce ways of disposal. meaning that these Industries should have


10. the practice of recycling the waste before disposing them also they should reduce them and reusing them after they have been recycled. for Example recycling the plastic bags, unrequired bottles and many other waste produced from the Industries.

Also Industries should be built away from Agricultural areas like farms, Estate or Even plantations. this is because when they will be built near agricultural places it will affects the plants over there and the crops which are planted their, thus cause the soil destruction and drought due to lack of Food that is Hunger and loss of Biodiversity accompined with killing of microorganisms in the soil.

Lastly; there should be government support. meaning that the government should support the people in managing Industrial pollutants to the Environment by Helping at least in locating good places where Industries will be made and how it waste will be deposited in such a way that it won't affect the Environment and the Biodiversity of the Area. for Example Establishing specific places for dumping waste.

Conclusively; Industrial pollutants cause many Effects if can't be controlled in the Environment like Death of people, pollution, lose of Biodiversity and finally lack of food to people leading to Diseases.

Extract 10.1 is a sample of a good responses by a candidate who managed to elaborate seven ways of managing industrial pollutants to the environment

Further analysis shows that 9,556 (35.48%) candidates performed average marks (3 to 6). Some of these candidates provided few relevant points while others provided relevant introduction and conclusion and elaborated

at least three ways of managing industrial pollutant to the environment. Moreover, some of the candidates were able to provide proper definition of the key word (Industrial pollutant) while others mentioned few points without explanations. Additionally, some of the candidates were able to identify the required points but were inhibited by lack of sufficient elaborations due to poor skills of English Language skills.

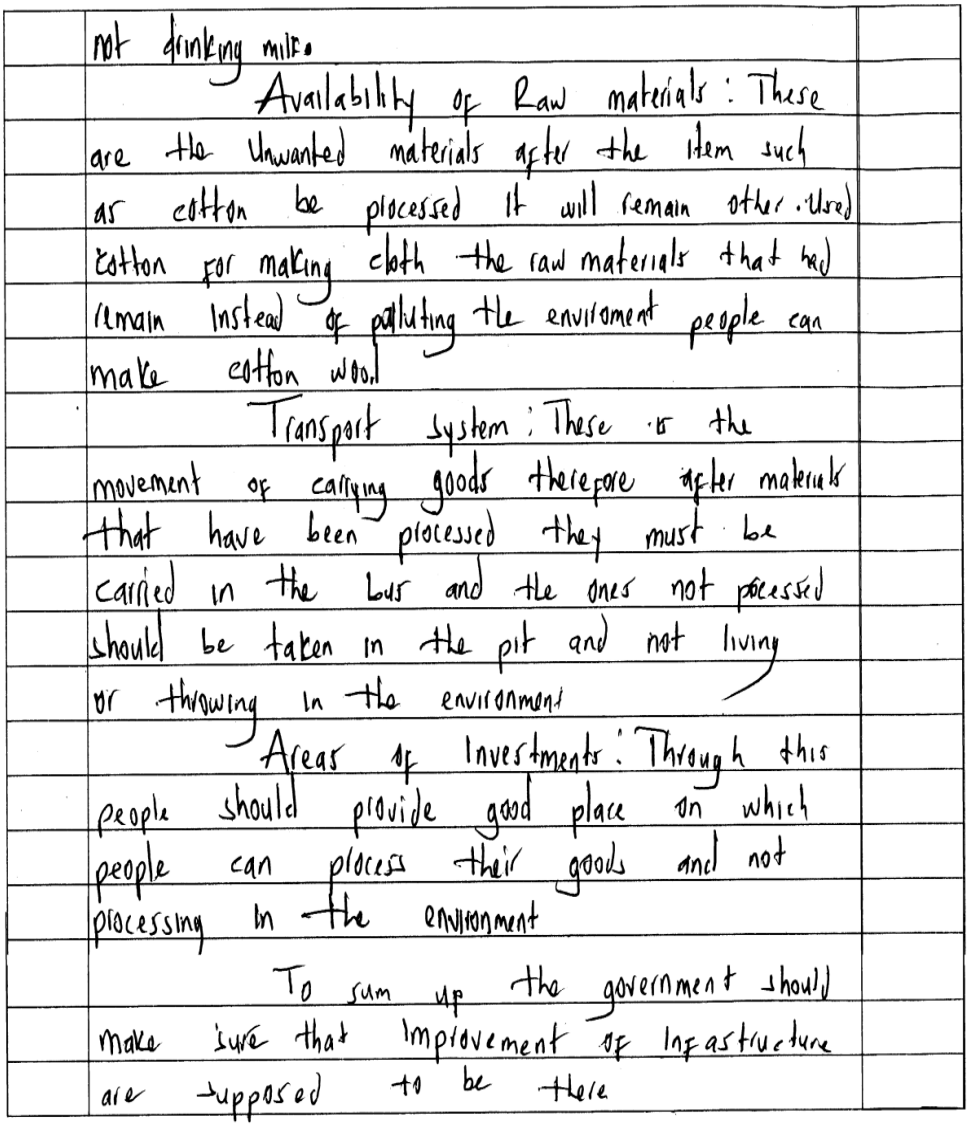
The performances of 13,146 (48.81%) candidates were very poor, as they scored from 0 to 2.5 marks. The candidates had several weaknesses in their responses which reflect inadequate knowledge of the subject matter. On the other hand, 6,701 (24.88%) of the candidates who scored 0 mark failed to understand the demand of the question as they failed completely to elaborate ways of managing industrial pollutants to the environment this might have been caused by lack of knowledge of pollutants from manufacturing industries. Furthermore, they were not able to provide introduction and conclusion. For example, some of the candidates pointed out the factors for location of manufacturing industries such as: *market, power supply and availability of raw materials* instead of ways of managing industrial pollutants to the environment such as: *building industries away from residential areas, proper management and disposal of waste from industries, reforestation*. For example one candidate provided forms of environmental pollution such as *air pollution, water pollution and land pollution* as his/her responses. Extract 10.2 is an example of such as poor response.

Extract 10.2

10. Industry : These are places where by raw materials are turned into finished products there is constructive, Extractive and manufacturing Industry. Manufacturing deals with processing all finished goods. The following are the ways of managing industrial pollutants to the environment

Availability of power and fuel : Through this it will improve Industrial pollutants since people wont be getting the dust from the Industry

Availability of market : These is where by the people who like to destroy the environment should be taken far away from the Industry so that these people can engange in selling different items such as Onions rather than staying outside the Industry without any work this can lead for a person to have disease If he likes playing with chemicals and he is not


not drinking milk.

Availability of Raw materials: These are the unwanted materials after the item such as cotton be processed it will remain other used cotton for making cloth the raw materials that had remain instead of polluting the environment people can make cotton wool

Transport system: These is the movement of carrying goods therefore after materials that have been processed they must be carried in the bus and the ones not processed should be taken in the pit and not living or throwing in the environment

Areas of Investments: Through this people should provide good place on which people can process their goods and not processing in the environment

To sum up the government should make sure that improvement of infastructure are supposed to be there

Extract 10.2 is a sample of response by a candidate who misconceived the demand of the question by providing factors for location of industries instead of ways of managing industrial pollutants to the environment.

2.5 Part II: Environmental Issues, Population and Settlements

2.5.1 Question 11: Human Population

The question instructed the candidates to describe five uses of population data to a country. It was opted by 65,628 (20.73%) candidates. Of all the candidates who attempted this question, 23,993 (36.56%) scored a 0 mark,

20,124 (30.66%) scored from 0.5 to 2.5 marks, 17,400 (26.52%) scored from 3 to 6 marks and 4,111 (6.26%) scored from 6.5 to 10 marks. Generally the candidates performance in this question was average as 32.78 percent scored 3 to 10 marks as shown in figure 11.

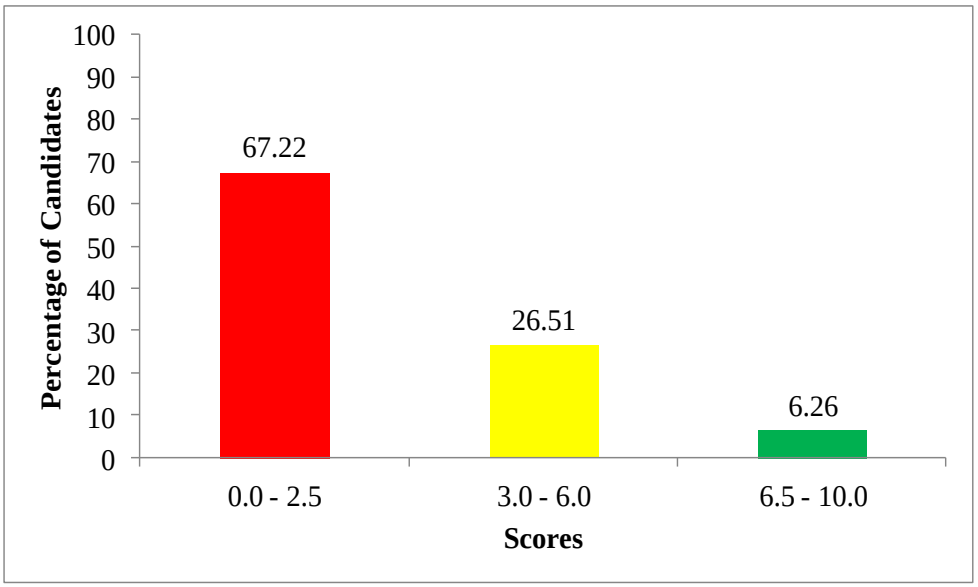


Figure 11: *The performance of the candidates in question 11.*

The performance of 44,117 (67.22%) candidates who opted for this question was poor because of inadequate knowledge of the subject matter. Furthermore, 23,993 (36.56%) of candidates who scored 0 mark in this group provided irrelevant responses and were not able to provide relevant introduction and conclusion. For example, one candidate defined population data as *a number of people in a given area* and explained the factors for population distribution. Others explained characteristics of population such as: *it is evenly distributed, population is dynamic, population has age sex structure, population usually face problems.* Extract 11.1 illustrates one of the poor responses in this question.

Extract 11.1

11 population is the number of people which to imployed of certain area the population uses conducted of the people are to certain.

the following are the uses of population data those uses which are.

poor mining activity those people uses atracted of the empowerment in which to constructed of the population that people who conducted of the population data that all population people who constructed of the managing of the people

poor infrastructure that people who converted of the empowerment in which who supported of the population data to undergoes the mining population all people who mis the populated.

Poor transport and communication people who was to maintained of the improvment in which to conducted of the poor transportation this people who maintained the empowering in the society

Poor social services. this uses of the conducted who was implementation of the population people corrupted to the encouraging of the population

Land degradation this was comparison of the people to destroyed of the population data in which people who attained

therefore people who converted of the community in which who constructed in the empowering of the society

Extract 11.1 is a sample of responses by a candidate who described factors for population growth instead of describing uses of population data to a country.

Moreover, 17,400 (26.52%) of the candidates who scored average marks had partial knowledge of the question. Some of the candidates managed to give good introduction and conclusion but mixed up relevant and irrelevant points. Others provided poor introduction and conclusion with few points characterized with poor English language skills, hence led them to score lower marks.

On the other hand, 4,111 (6.26%) candidates who scored high marks (6.5 to 10) showed understanding of the subject matter. Thus they were able to meet the demands of the question. Those candidates exhausted all points by providing a good introduction, main body and conclusion. They were able to describe clearly the uses of population data to a country such as *enables the government to plan on how to provide medical services and health education, provides information about overpopulation and under population, to know the population structure of a country and number of dependants, enable the government to get information about the employment, used for education and research purposes.* However, the clarity and relevance of their explanations led to the variations of the scores. Extract 11.2 illustrates a sample of good responses in this question.

Extract 11.2

11. USES OF POPULATION DATA TO A COUNTRY

Population is the number of people living in a defined area at a paticular time. Population data is the collected information on the population about its size, structure, composition and density. Population data is obtained through census and vital registration. The following are uses of population data to a country.

It is used in adequate provision of social services; Data obtained from population enable the government of a country to know and to allocate properly social services needed by people like education, water and health services.

It is used in formulation of governmental plans and policies; Through population data, the government can analyse the rate of population growth which can facilitate government plans and policies such as family planning, birth control and implicit policy on population growth.

It is used in allocation of settlements; The population data enable the government to conduct proper allocation of settlements to its citizens in order to avoid rural-urban migration and to balance development.

It helps to increase national income; Through population data, informations like occupation are recorded. This helps a government to collect revenue to its citizens using the data.

It helps to predict future trends; Population data help the government to predict increase of population at future times thus creating better ways of solving problems like unemployment

Conclusively, population data has many applications in practise which help a country to conduct its daily administrative activities.

Extract 11.2 indicates a sample of responses by a candidate who managed to answer the question clearly by describing five uses of population data to a country.

2.5.2 Question 12: Settlements

This question was derived from the topic of Settlement. It instructed the candidates to explain the problems associated with expansion of cities in Tanzania. The question was opted for by 203,546 (64.30%) candidates. Statistical analysis showed that, 54,486 (26.77%) candidates scored from 0 to 2.5 marks of which 7,918 (3.89%) scored 0 mark. On the other hand, 105,463 (51.81%) scored from 3 to 6 marks and 43,597(21.42%) scored from 6.5 to 10 marks. The general performance of candidates' in this question was good as shown in figure 12 since 73.23 percent of candidates scored from 3 to 10 marks.

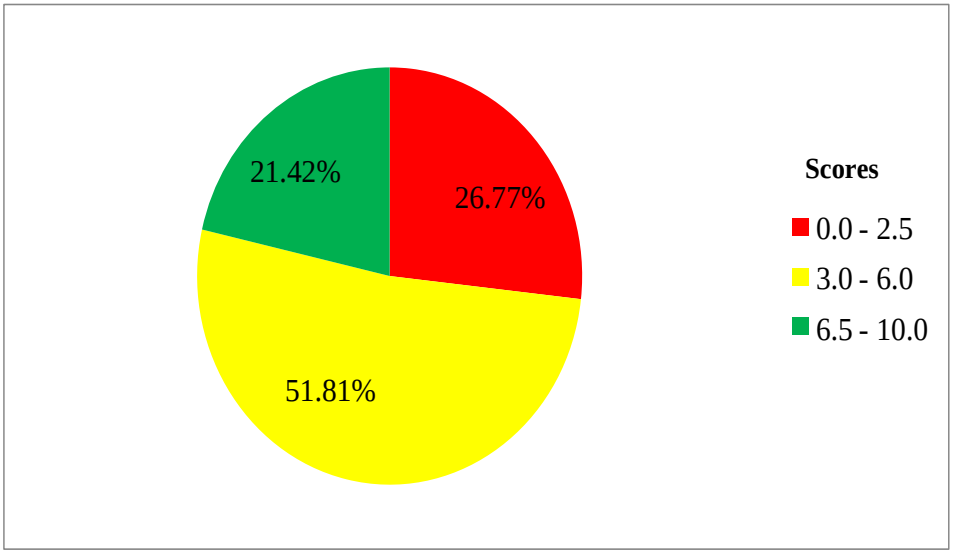


Figure 12: *The good performance of the candidates in question 12.*

Moreover, 43,597 (21.42%) candidates scored high marks (6.5 to 10). These candidates adhered to the demands of the question and demonstrated adequate knowledge on settlements by providing relevant introduction, main body and conclusion. For example, one candidate pointed out problems associated with expansion of cities in Tanzania as; *environmental degradation, widespread of diseases, unemployment, high mortality and birth rates, supplies of social services.* However, their marks varied due to variation in clarity and exhaustion of the required points and explanations of some candidates' were more coherent than others. Extract 12.1 is a sample of the candidate' relevant responses.

Extract 12.1

12. Expansion of cities is the extension and development of cities in all social, political and economical way. It can be emphasized by a variety of both Man (human) and physical factors. This can either be due to Urbanizatio n, Rural - Urban Migration and so on. Expa nsion of cities in Tanzania is faced by many challenges. The following are the problems asso ciated with expansion of cities in Tanzania.

Unemployment opportunities. This refers to the general state where people fail to get employment / job opportunities due to such expan sion of cities various people move from place to another therefore hindering the employment opp ortunities among many people especially youth for example in Dar es Salaam due to high expansion of the city, employment opportunities has become a great problem in Dar es Sala am commonly to those who complete their univers ities.

Rapid population growth. This refers to the general increase in population of a place Due to the expansion of cities like Dar es Sal am, Mwanza and Arusha in Tanzania. Vast population growth has occured as many peo ple move to create investments, economic projects and social motives. Such expansion has led to the Rapid growth of population of such cities.

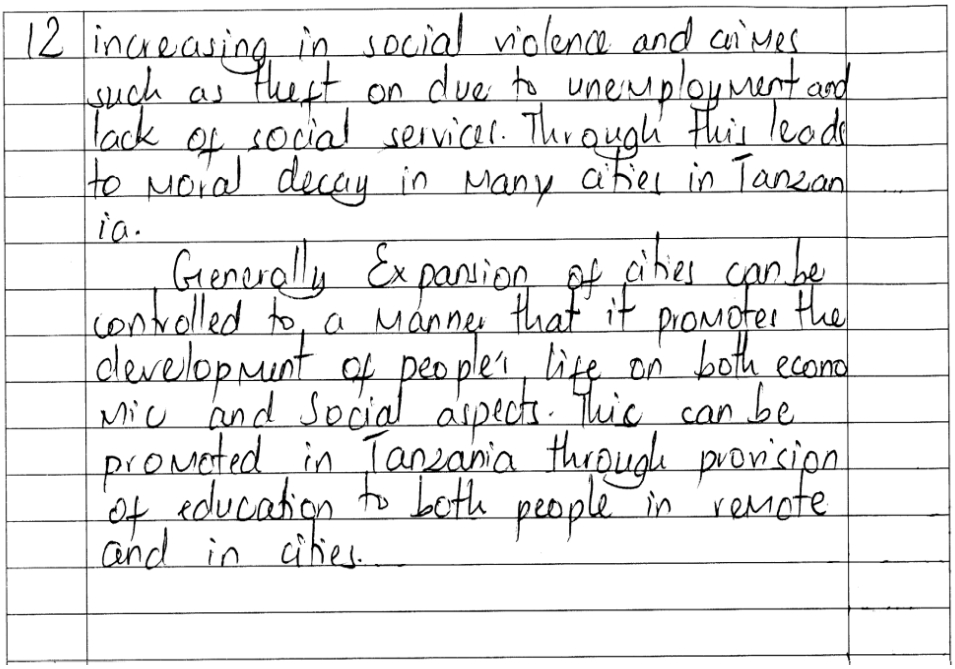
Eruption of various diseases. Due to the expansion of cities, many diseases have been erupted and spread among people due to

12 to the growth of population and Migration. Examples of Such diseases include HIV/AIDS, Malaria, UTI and Bacterial diseases and Infections. Therefore due to the expansion of cities it has led to the eruption and spread of various diseases.

Pollution to the environment. Pollution is the addition of unwanted Materials to the environment which are unfit for life. Due to the expansion of cities which has contributed to the pollution of environment in all land, air and water bodies through poor waste disposal, emmission of harmful dust and gases from industries and poor applications of technology in water sources during fishing. All these have contributed to the pollution of environment as facilitated by expansion of industries

Poor provision of Social services to the Nation. Due to the rapid growth of population and Migration of people in cities has discouraged the government in providing social services which could satisfy its peoples needs, Instead Such services have been for the minority people in the cities. for example Shortage of health centres and education institutions. Therefore the expansion of cities has led to poor or insufficient provision of social services to the cities

Moral deterioration. Due to expansion of cities led by Migration and other external push Moral deterioration has increased and therefore leading to


12 increasing in social violence and crimes such as theft on due to unemployment and lack of social services. Through this leads to moral decay in many cities in Tanzania.

Generally Expansion of cities can be controlled to a manner that it promotes the development of people's life on both economic and social aspects. This can be promoted in Tanzania through provision of education to both people in remote and in cities.

Extract 12.1 is a sample of response by a candidate who answered the question correctly by explaining six problems associated with expansion of cities in Tanzania with a clear conclusion.

Moreover, 105,463 (51.81%), candidates who scored average marks (3 to 6) had some strengths and weaknesses in their responses. Some described few relevant problems associated with expansion of cities in Tanzania while others listed down correct points without giving relevant explanations. Others were able to write good introduction and provided partial explanations in their responses while, others failed to give relevant conclusion, which affected their performance.

On the contrary, there were 54,486 (26.77%) of candidates who scored poor marks ranging from 0 to 2.5. Some of these candidates mentioned the points without giving explanations while others provided partial explanations or few correct responses. On the other hand, 7,918 (3.89%) of the candidates who scored 0 mark some lacked knowledge of subject matter while others misconceived the task of the question hence provided irrelevant answers. For example, one candidate provided factors affecting growth of settlements such as *topography, vegetation, fertile soil, availability of social services, good climatic condition* instead of explaining

the problems associated with expansion of cities in Tanzania. Extract 12.2 illustrates one of the candidate who provided irrelevant responses.

Extract 12.2

12. Expansion of cities is a situation where by different cities expand due to different factors such as presence of good provision of social services, the level of science and technology and good government. The following are the problem associated with expansion of cities in Tanzania.

High population growth, This means that due to ~~the~~ increase of population the government of Tanzania fail to arrange different plannings on the growth of cities because of high number of people in a given area.

Poor management and proper use of resources, This occur due to lack of knowledge on how to use properties in a correct way. Hence people tend to destroy these properties like stilling electrical poles. Hence due to this Tanzania have been facing the problem in expansion of cities.

Poor government policies, The government of Tanzania has failed to give out policies which will encourage and motivate people to engage themselves in different activities which will help to bring development in the cities.

Presence of poor transport and communication system, This means that due to poor transport people failed to transport raw materials and goods to different areas

12 Such as in urban areas whereby through transporting goods is where people get income. But due to poor transport system the expansion of cities have become a problem in Tanzania.

Presence of remotness of some areas. This means that the government has failed to penetrate to some areas and expand the cities due to presence of high land areas which are occupied by mountains Hence due to this expansion of cities in Tanzania has become a problem.

Lack of capital. This means that the government of Tanzania lack enough money which can be used in building roads and provide good social services like electricity and water. Hence due to this expansion of cities in Tanzania has become a problem.

Therefore, the government should set aside big budget on the expansion of some cities in Tanzania not only that but also the government should enact strict laws to the people who destroy public properties.

Extract 12.2 is a sample of responses by a candidate who provided factors affecting growth of settlements instead of problems associated with the expansion of cities in Tanzania.

3.0 PERFORMANCE OF CANDIDATES' IN EACH TOPIC

The analysis of candidates' performance shows that candidates had good performance in 8 topics as they scored 30 marks and above. Question 9, which was derived from the topic of *Tourism,* had the highest performance (75.04%), followed by question 12 derived from the topic of *Settlement* (73.23%) and question 1 derived from various topics of (*The Solar System, Weather, Climate, Major features of the earth, Structure of the earth, Forces that affect the earth*) (69.58%). Good performance in these questions was mainly caused by the candidates' wide knowledge on subject matters and their ability to understand the demand of the questions.

The average performance was in five topics of soil (62.12%) from question 3, *Manufacturing Industries* (51.19%) from question 10, *Application of simple Statistics* (49.12%), from question 4, *Photograph Reading and Interpretation* (41.27%) question 8 from and *Map Reading and Interpretation* (39.1%) from question 7.

The poor performance of candidates was observed in four topics; *Forces that affect the earth* (23.55%) from question 2, *Introduction to research* from question 5 *Elementary survey and map* (19.85%) from question 6 and *Human population* (32.78%).from question 11. The candidates' poor performance was caused by candidates' lack of knowledge on the topics, failure to identify the task of questions and lack of English Language writing skills.

4.0 CONCLUSION

The impression of performance of candidates in Geography paper for the Certificate of Secondary Education Examinations (CSEE) in 2017 was good. The analysis shows that the candidates were able to identify the tasks of the questions, had sufficient knowledge of subject matter, good English Language writing skills as well as adequate skills in computation and statistical data presentation. Moreover, the candidates with poor performance revealed lack of these skills.

5.0 RECOMMENDATIONS

Basing on the observation made in this report, in order to improve the candidates' performance in Geography subject, it is recommended that.

(a) Teachers are advised to guide the candidates on how to identify the task/requirements of the questions.

(b) Candidates should be encouraged to read different sources of information such as books, journals, magazine and newspapers, internet and pamphlets in order to widen their knowledge in all topics and different Geographical concepts.

(c) Candidates should be encouraged to use English Language in their day to day communication so as to improve their language proficiency.

(d) Teachers should guide candidates in writing skills so as to make their expressions logical and meaningful.

(e) Practical activities in different topics, such as Introduction to Research, Elementary Survey and Map Making, Introduction to Statistics, Map reading and Interpretation should be emphasized so as to improve students' skills on drawing, measuring and calculating.

Appendix I

Performance of Candidates' Topic wise in Geography

Na	Topic	2017		
		Number of questions	**Percentage of candidates who scored 30 marks and above.**	**Remark**
1	Tourism	1	75.04	Good
2	Settlement	1	73.23	Good
3	Multiple choice items from 6 topics	1	69.58	Good
4	Soil	1	62.12	Average
5	Application of simple to Statistics	1	51.19	Average
6	Manufacturing industries	1	49.12	Average
7	Photograph Reading and Interpretation	1	41.27	Average
8	Map Reading and Interpretation	1	39.1	Average
9	Human Population	1	32.78	Average
10	Introduction to research	1	24.63	weak
11	Matching items from forces that affect the earth crust topic.	2	23.55	weak
12	Elementary survey and Map	1	19.85	weak

Figure 13: Performance of Candidates' topic wise in Geography