THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEMS RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2017

013 GEOGRAPHY

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the performance of students in the Form Two National Assessment (FTNA) of 2017 in Geography subject. The report was prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general about the performance of students in this subject.

The Form Two National Assessment is a formative evaluation which, among other things, shows the effectiveness of the education system in general. It provides students, teachers, parents and policy makers with feedback on what the students have mastered in the form one and two learning objectives stipulated in the syllabus. It also provides information that will lead to successful teaching and learning. Basically, the students' responses to the questions are a strong indicator of what the education system was able or unable to offer to the students.

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

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

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

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is based on the analysis of the students' item response for Form Two National Assessment in Geography subject for the year 2017. In this report, the performance of the students is regarded as good if the students scored from 65 to 100 percent, average if the scores range from 30 to 64 and poor if the scores range from 0 to 29 percent. These categories of performance are indicated by colours: green indicates good performance, yellow stands for an average performance and red denotes weak performance.

The assessment paper had three sections: A, B and C. Section A consisted of three compulsory questions. Question 1 carried 10 marks, question 2 carried 5 marks and question 3 carried 10 marks. The total marks for section A were 25. Section B consisted of 3 questions: questions 4, 5 and 6 and each carried 15 marks. The total marks for section B were 45. Section C had 4 optional questions and the students were required to answer any two questions. Each question in this section carried 15 marks, making a total of 30 marks.

The number of students who sat for FTNA in November 2017 was **485,608** out of these **56.80** percent passed and **43.2** percent failed by scoring grade F. This performance shows an increase of **2.92** percent compared to the 2016 FTNA performance in which **53.88** percent out of **409,430** students passed and **46.12** percent failed, as shown in the graph below.

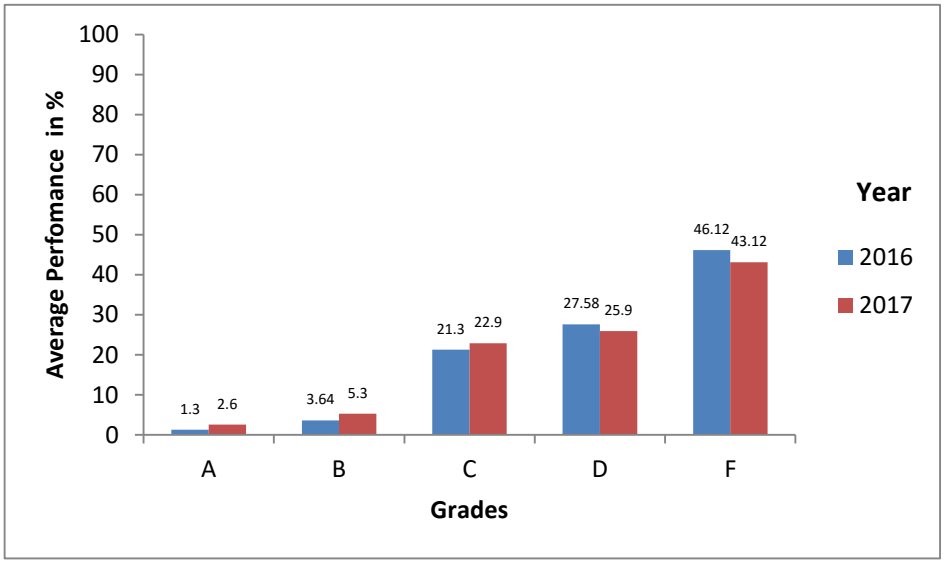


Figure1: Comparison of Students' Performance in FTNA 2016 and 2017.

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

2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: OBJECTIVE QUESTIONS

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

2.1.1 Question 1: Multiple Choice Items

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

The question was attempted by 486,212 (99.99%) of all the students with the following scores: 33.32 percent scored from 0 to 2 marks, 59.15 percent scored from 3 to 6 marks, 7.52 percent scored from 7 to 10 marks, and 0.01 percent omitted this question. This implies that the question had good performance as 66.67 percent of the students scored 30 marks and above. Figure 2 illustrates the performance in this question.

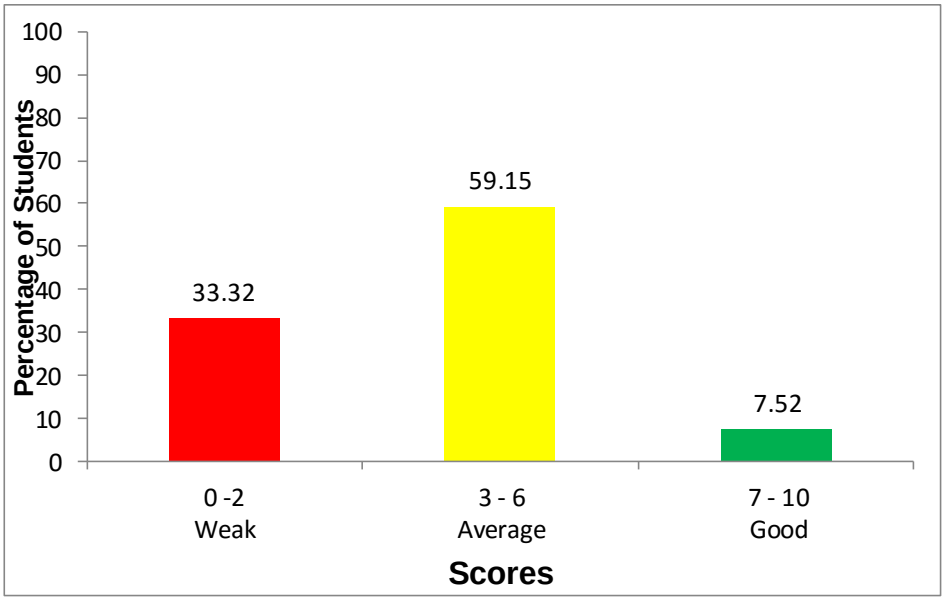


Figure 2: Students' Performance in Question 1.

The following were some strengths and weakness observed in the students' responses in each item.

In item (i) the students were required to identify the positions on the map where meridian lines pass through. The students who chose the correct answer A. "*The North and South poles*" had sufficient knowledge and skills on the concept of all meridians which are imaginary lines drawn on the map from the North pole to South the pole. The students who chose B. "*The East and West poles*" failed to differentiate between meridians and latitudes and those who chose C. "*The latitude and longitude*" had insufficient knowledge on these imaginary lines because latitude can be described as the distance of angle of any point North or South of the equator, and longitude is the distance of angle of any point East or West of the Prime Meridian. The students who chose D. '*Greenwich meridian*'' lacked knowledge on the concept of all meridian lines since Greenwich meridian is the line of reference from which all other meridians are numbered.

Item (ii) required the students to identify from the given alternatives a list that was comprised of the examples of block mountains. The students who chose the correct answer C "*Usambara, Ruwenzori* and *Sinai*" were knowledgeable on the types and names of block mountains as well as their distribution in the world. Other students were attracted by A "*Usambara*, *Sinai* and *Himalaya*;''

B "*Andes, Atlas* and *Usambara*;" and D '*Elgon, Uluguru* and *Usambara".* Such students lacked knowledge and skills on types of the mountains and their examples.

Item (iii) tested the students' ability to identify the type of climate located between 5^0N and 5^0S of the Equator. The students who chose the correct answer D "*Equatorial*" had knowledge about the world climatic regions with their latitudinal locations. Those who opted for the incorrect answer A "*Savannah*", were not aware that Savannah is found between 5^0 and 20^0 North and South of the equator. Students who chose B "*hot desert*" failed to understand that hot deserts are found on the western margins of landmasses between 20^0 and 30^0 North and South of the equator. Furthermore, the students who chose C "*Equatorial monsoon*" had no knowledge that monsoons are regions in which the climate is mainly influenced by the wind blowing alternatively from one direction in one season and from another direction in another season, for example, South East Asia and Northern Australia.

Item (iv) asked the students to describe the characteristics of large scale crop cultivation. The students who chose the correct answer B "*Monoculture system*" were familiar with the characteristics of large scale agriculture in which one crop dominates. Those who opted for alternative A "*application of low technology;"* C "*poor storage facilities;*" and D "*shifting cultivation*" confused between small scale agriculture and peasant farming as most of the distractors are characteristics of small scale farming.

Item (v) required the students to identify the human activity that is mostly affected by climate. The students who opted for the correct answer D "*Farming*" had correct understanding of the farming activities and the demand of the question. The students who opted for A "*fishing;*" B "*mining;*" and C "*manufacturing*" lacked knowledge because they failed to understand the demand of the question especially the word "mostly''. Those who opted for distractors A, B and C failed to understand that although these are also human activities that can be affected by climate their degrees of being affected is not the same as farming.

Item (vi) required the students to identify the moment when the scale of a map is said to be enlarged. This item tested the ability of students to identify the characteristics of the scale of a map which corresponds to its enlargement. The students who chose the correct answer C "*its denominator is reduced*"

had knowledge and understanding of classification of scales according to their sizes since when the denominator is large it implies a small scale and if the denominator is small, it implies a large scale. The students who chose A *its denominator is increased*; Similarly, those who opted for B *its denominator and numerator are the same* and D *its denominator is increased* lacked knowledge and skills about classification of scales according to their sizes. They also failed to understand the terminologies like denominator and numerator, and they lacked mathematical knowledge.

Item (vii) assessed the students' ability to identify the term that entails the process in which water vapour is turned into water droplets. The students who chose the correct answer B "*condensation*", had knowledge of the process of rainfall formation. The students who opted for distractors A "*evaporation*" which means the process when liquid water turns into water vapour; C "*Saturation*" which is the state of the atmosphere when it cannot hold more water vapour at a particular temperature and pressure; and D "*transpiration,"* which is the process whereby liquid water from plant leaves change into water vapour, lacked knowledge and understanding of the correct process of rainfall formation.

Item (viii) required the students to identify the type of goods manufactured by metallurgical industries. The students who chose the correct answer "*Machinery*" had sufficient knowledge of how metallurgical industries work. The students who were attracted by distractors B "*jewellery*, C '*textile*" and D '*food products*" failed to differentiate between one type of manufacturing industry and another. For example, textile industry deals with processing of fibre such as cotton into finished product like clothes while food products are produced by food processing industries.

Item (ix) required the students to identify one of the characteristics of hot desert from the given alternatives. The students who chose the correct answer C "*large range of temperature*" were familiar with characteristics of hot desert since they are so hot during the day and very cold during night and therefore, its diurnal range of temperature is very large and has no or has little rainfall. Students who opted for A *Small range of temperature;* B "*Two peaks of annual rainfall;*" and D "*High temperature during the day and night*" had inadequate knowledge of the characteristic of hot desert because those distractors (A, B and D) were the characteristics of the equatorial climate.

Item (x) demanded the students to identify the dominant relief features of East Africa from the given alternatives. The students who opted for the correct answer B "*highlands plateaus and lowlands basin"* had sufficient knowledge of the relief features of East Africa while those students who had insufficient knowledge provided the incorrect answers like A "*lowland valley"*, C "*Volcanic mountain and residues mountains";* and D *'' highland and fold mountains*".

2.1.2 Question 2: Matching Items

The question was compulsory and it required the students to match five items in List A with the correct responses in List B by writing a letter of the correct answer in the space provided. List A contained descriptions of the different concepts while list B consisted of concepts. Each item carried 1 mark, making a total of five (5) marks.

The question was attempted by 486,217 (99.9%) of all students out of which 25.9 percent scored from 0 to 1 mark, 38.67 percent scored from 2 to 3 marks, 35.42 percent scored from 3.5 to 5 marks and 0.01 percent omitted the question. The performance of students in this question was generally good as 74.1 percent scored 30 percent of the marks and above. Figure 3 illustrates the students' performance in this question.

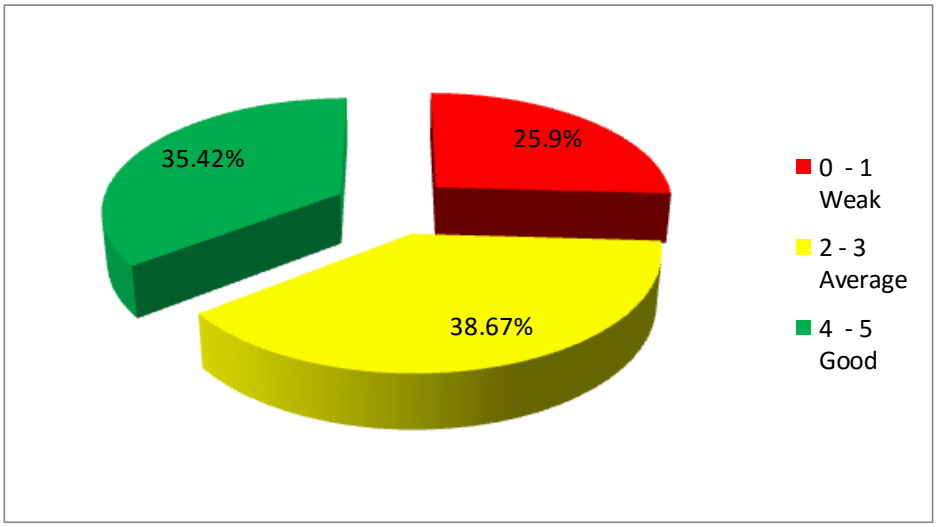


Figure 3: Students' Performance in Question 2.

Options in List B

A. Rotation of the earth around the sun
B. Latitude
C. Winters solstice
D. Lunar eclipses
E. Revolution
F. Equator
G. Solar eclipses
H. Summer solstice

Item (i) required students to identify the correct match with the statement "*the movement of the earth around the sun*". The students who managed to choose correct option E "*revolution*" had sufficient knowledge of the types of movement of the earth such as revolution and rotation. Other students who opted for A "*Rotation*" failed to differentiate the two terms of the earth movement, namely rotation and revolution. Rotation refers to the spinning of the earth on its axis and causes day and night.

Item (ii) wanted the candidates to identify the event which *occurs when the moon passes between the sun and the earth*. Those who chose correct option G "*Solar eclip*se" had knowledge and understanding of the solar eclipse. Some of the students who opted for D '*lunar eclipse* failed to differentiate between solar and lunar eclipses. They failed to know that the later occurs when the earth passes between the moon and the sun. Those who choose other items showed lack of knowledge of eclipses.

Item (iii) demanded the students to identify the line which is *angular distance North or South of the Equator*. The students who managed to choose the correct option B "*latitude*" knew that latitude is the position of a point on the earth's surface in relation to the Equator, expressed as its angular distance from the Equator. The students who opted for F "*equator*" failed to understand that Equator is a great circle around the middle of the globe, dividing the Earth into the Northern and Southern hemispheres. Moreover, the students who chose other options lacked knowledge of latitudes.

Item (iv) required the students to identify the name of the season which occurs on 21st, June when the sun is vertically overhead on the tropic of Cancer. The students who managed to choose the correct answer H *summer solstice* were knowledgeable on the apparent movement of the overhead

sun, while those students who opted C "*winter solstice*" failed to differentiate between summer and winter solstices. The two systems are related but Winter solstice occurs on the 22nd December when the sun is vertically overhead on the tropic of Capricorn. Those students, who opted for other distractors, lacked knowledge of the different positions of the earth on its movement as it revolves round the sun.

Item (v) required the students to identify a line which divide the earth into two equal hemispheres. The students who managed to opt for the correct answer F "*equator*" were knowledgeable with the description concerning the Equator as a great circle around the middle of the globe, dividing the Earth into the Northern and Southern hemispheres. The students who opted for "*latitude*" failed to identify the name of a line. The students who opted for other alternatives lacked knowledge of the subject matter.

2.1.3 Question 3: True and False Items

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

The question was attempted by 486,216 (99.9%), of which 1.94 percent scored from 0 to 2.5 marks, 56.44 percent scored from 3 to 6 marks, 41.61 percent scored from 6.5 to 10 marks, and 0.01 percent omitted the question. The general performance of the students in this question was good since 98.05 percent of the students scored 30 marks and above. Figure 4 illustrates the students' performance in this question.

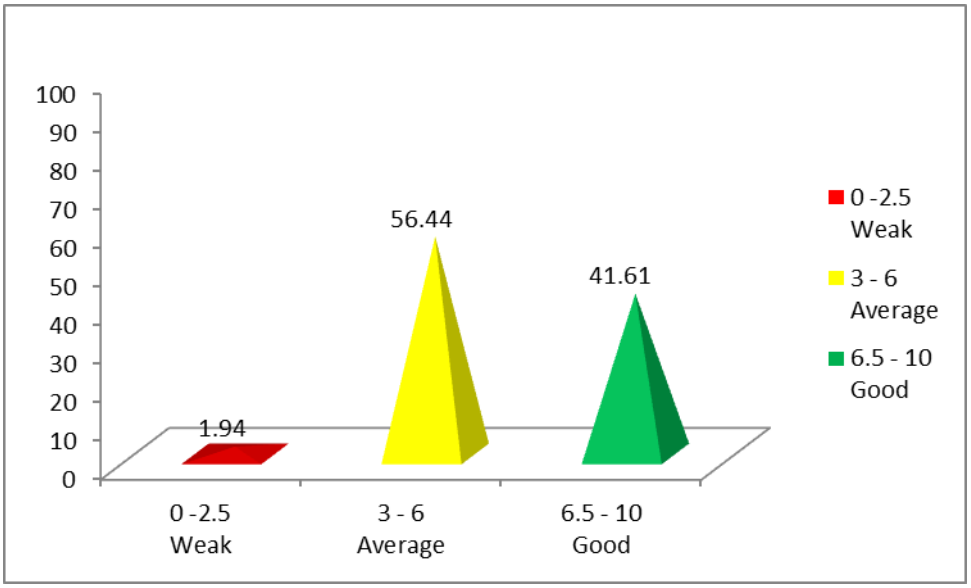


Figure 4: Students' Performance in Question 3.

The following were some strengths and weaknesses observed in the students' responses to this question:

Item (i) stated that *Ocean trenches are also known as submarine plateaus*. The students who had knowledge of the ocean floor features which are ocean deep, ocean ridge, deep sea plain, oceanic island, continental slope, and continental shelf, wrote the correct answer "*FALSE*". On the other hand the students who wrote "*TRUE*" lacked knowledge of the ocean floor features. They failed to recall that ocean trenches are narrow and steep sided valley that form on the sea bed of the deep sea while submarine plateaus are elevated portions rising to considerable height and covering broad areas in the ocean floor.

Item (ii) stated that *Equator is not the great circle*. The students who wrote the correct answer "*FALSE"* were aware that the Great circle is an imaginary circle on the earth's surface that has the same circumference as the earth, and whose plane passes through the centre of the earth. Therefore the great circle divides the earth into two hemispheres just like the equator. The students who opted for "*TRUE*" lacked knowledge of the great circle.

Item (iii) stated that *An eclipse is described as partial when only a part of heavenly body is obscured*. The students who wrote the correct answer "*TRUE"* had enough knowledge of the eclipses. The eclipse is described as

total when the whole of the heavenly body is obscured. The students who opted for "*FALSE"* lacked knowledge of eclipses.

Item (iv) stated that *"maximum thermometer record both maximum and minimum temperature within a day*". The students who wrote correct answer "*FALSE*" had adequate knowledge about maximum thermometer which is used to measure the highest temperature in a day and not both maximum and minimum temperatures. The students who wrote "*TRUE*" did not know that maximum thermometer measures maximum temperature only.

Item (v) stated that "*grid reference and bearing are used to determine the position of the place on the map*". The correct answer chosen by the knowledgeable students was "*TRUE*". Grid references are the vertical and horizontal lines drawn on the map in equal distance and they are useful in identifying the location and position on the map of phenomena like towns, school etc. The students who chose "*TRUE*" had insufficient knowledge of the methods used to identify location and position of places on the map, such as grid reference and bearing.

Item (vi) stated that "*a scale helps the map interpreter to calculate distance, areas, and computation of other facts*". The students who wrote "*TRUE*" were knowledgeable of the uses of scale of the map like calculating distance and areas. The students who wrote "*FALSE*" indicated to have inadequate knowledge on the uses of the scale of a map.

Item (vii) stated that "*ocean currents are set in motion by prevailing winds*". The correct answer was "*TRUE*" which was written by students who were aware that an ocean current is the seasonal or permanent movement of the surface water in the ocean set by prevailing winds and variation in the density and temperature as well as rotation of the earth. The students who lacked knowledge about the forces that set the ocean current in motion provided the incorrect answer "*FALSE"*.

Item (viii) stated that "*Juvenile water is also referred to as the underground water*". The students who provided the correct answer "*FALSE*" had sufficient knowledge of Juvenile water, which is magmatic type of underground water that is brought closer to the earth surface due the volcanic activity. The students who wrote "*TRUE* "were guessing as they lacked knowledge of the types of underground water, like connate water, meteoric water, Juvenile water and oceanic water.

Item (ix) stated that "*circumnavigation of the earth is not among the evidences to prove that the earth is spherical"*. The correct answer was "*FALSE*''. This was opted for by student who had knowledge of the term circumnavigation of the earth which means that if one travels from a certain point of the earth and goes straight around the earth, one will come to the same point of origin. The students who wrote "*TRUE*" had insufficient knowledge of circumnavigation of the earth.

Item (x) stated that "*uncontrolled deforestation doesn't expose soil to erosion and extinction of fauna and flora species*". The correct answer was "*FALSE*" which was chosen by students who had sufficient knowledge of deforestation, which means as felling of trees leading to the exposure of soil to agents of erosion. The students who wrote "*TRUE*" had insufficient knowledge about the impacts of deforestation.

2.2 SECTION B: SHORT ANSWER QUESTIONS

2.2.1 Question 4: Short Answer Items

This question had three main parts (a), (b) and (c). The students were required to: (a) mention five sources of water in Tanzania, (b) mention five uses of water and (c) briefly describe the following terms (i) Hydrological cycle, (ii) Water conservation, (iii) and water pollution. Marks allocated for each part were (a) 5, (b) 5 and (c) 5, making a total of 15 marks. This question was set from the topic Water Management for Economic Development.

This question was attempted by 486,212 (99.99%) of the students. Out of them 33.47 percent scored from 0 to 4 marks, 42.44 percent scored from 4.5 to 9.6 marks, 24.08 percent scored from 10 to 15 marks and 0.01 percent omitted this question. The performance of the students in this question was generally good as 66.52 percent of the students scored 30 marks and above. Figure 5 illustrates the students' performance in this question.

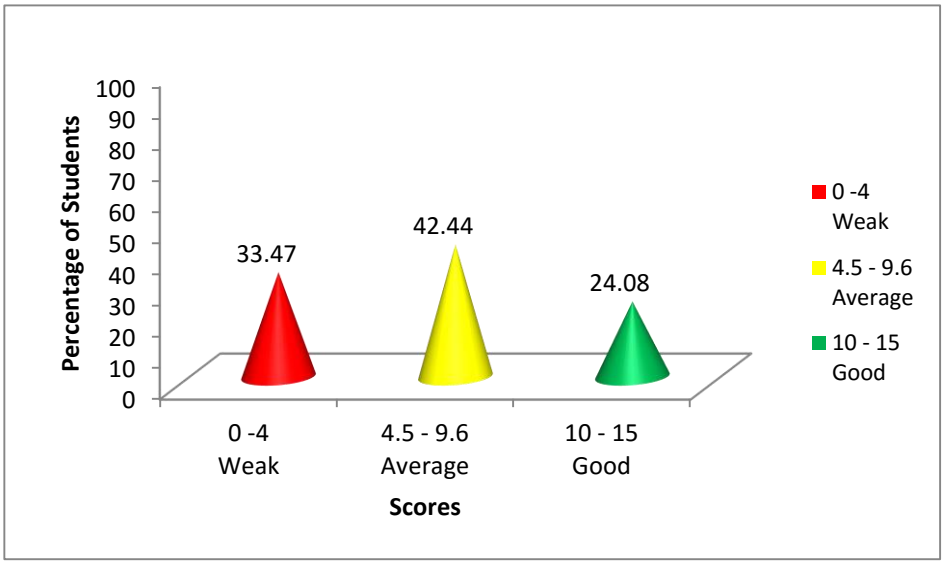
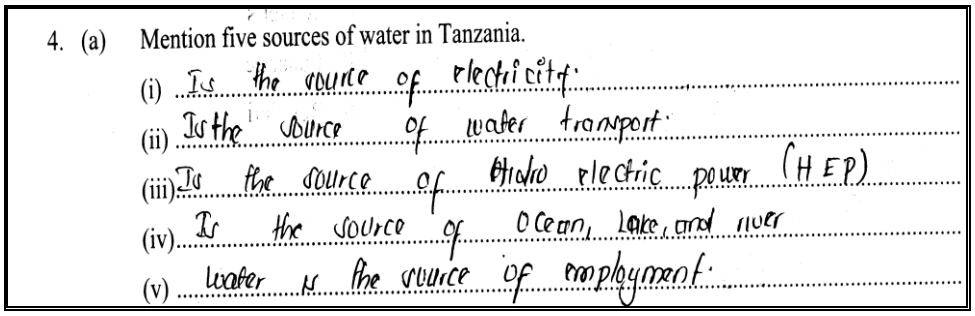


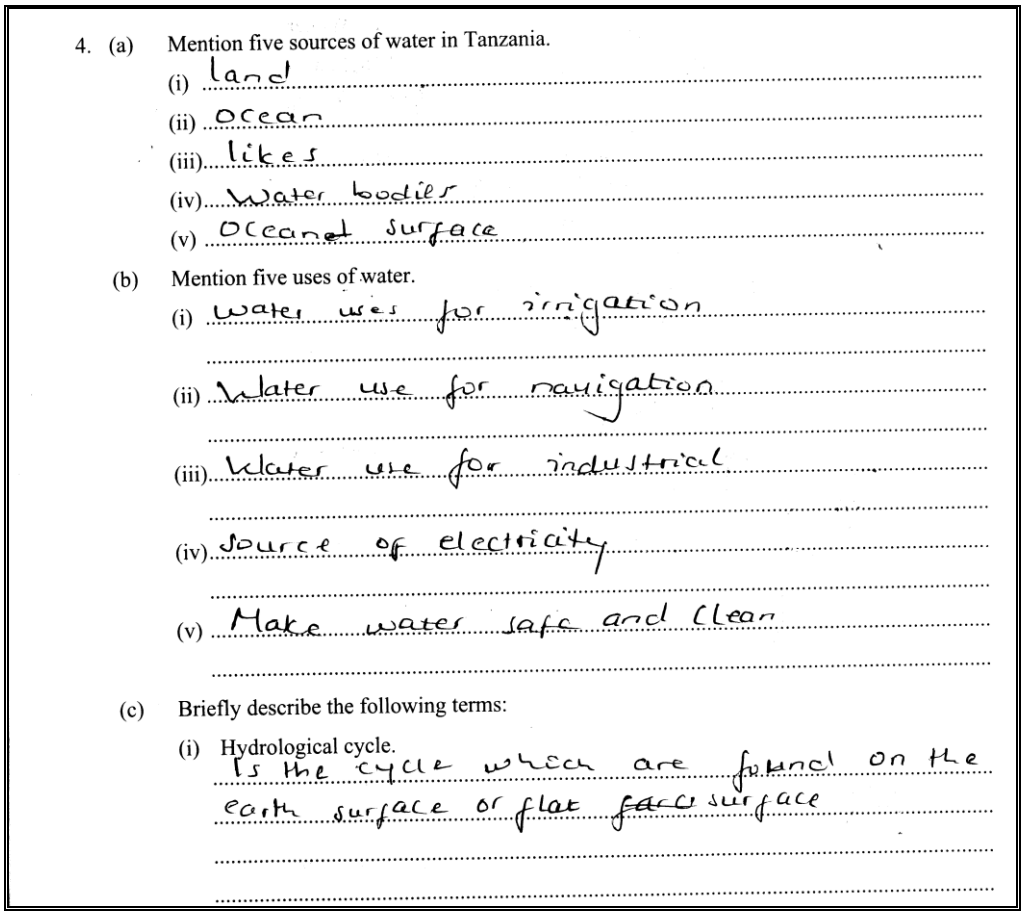
Figure 5: Students' Performance in Question 4.

A total of 50,045 (10.29%) scored a 0 mark in this question as they could not supply correct answers to any part of the question. For example, in response to part (a) of the question some student wrote the following: *it is the source of electricity, source of water transport, source of hydroelectric power (HEP), source of ocean, source of employment.* These responses reflect the misinterpretation of the question demand as they listed on the importance of water instead of sources of water. Other students listed the processes involved in rain formation such as "*evaporation, water vapour, condensation, transpiration* and *saturation"*. In part (b) some of the responses provided by the students were irrelevant as some of them wrote: "*it used of the capital, it used of the employment, it used of the source, uses of water pollution"*. In part (c) they provided incorrect definitions. For example, in (i), one student defined hydrological cycle as *"the system where by water vapour is turned into water droplets"*. This is actually the meaning of *condensation*, which is the process in which water changes from a gas to a liquid or a solid and when air is cooled to its dew-point below which temperature condense of excess vapour occurs around dust particles forming water droplets. In (ii) and (iii) they provided wrong answers and others omitted these parts. Extract 4.1 is part of a response from a student who performed poorly in this question.



Extract 4.1 A sample of poor responses from one student who listed on the advantages of water in part (a) instead of mentioning sources of water.

The students who scored from 0.5 to 4 marks were not able to attempt the question correctly as they provided weak responses. For example, in part (a) some students failed to list five sources of water, and instead they listed the uses of water such as: "*used for cooking, used for washing clothes, used for drinking* and *used for swimming"*. These were supposed to be responses for part (b). Furthermore, one student wrote: "*source of money, source of management, source of capital in Tanzania, source of irrigation, source of electric power"*. In part (b) many students were able to score a reasonable number of points out of five. Extract 4.2 presents sample answer from a student who was able to score one point in part (a), four points in part (b) but failed to score any mark in part (c).


4. (a) Mention five sources of water in Tanzania.

(i) land

(ii) ocean

(iii) likes

(iv) Water bodies

(v) Oceanet surface

(b) Mention five uses of water.

(i) water wes for irrigation

(ii) Water we for navigation

(iii) Water we for industrial

(iv) Source of electricity

(v) Make water safe and clean

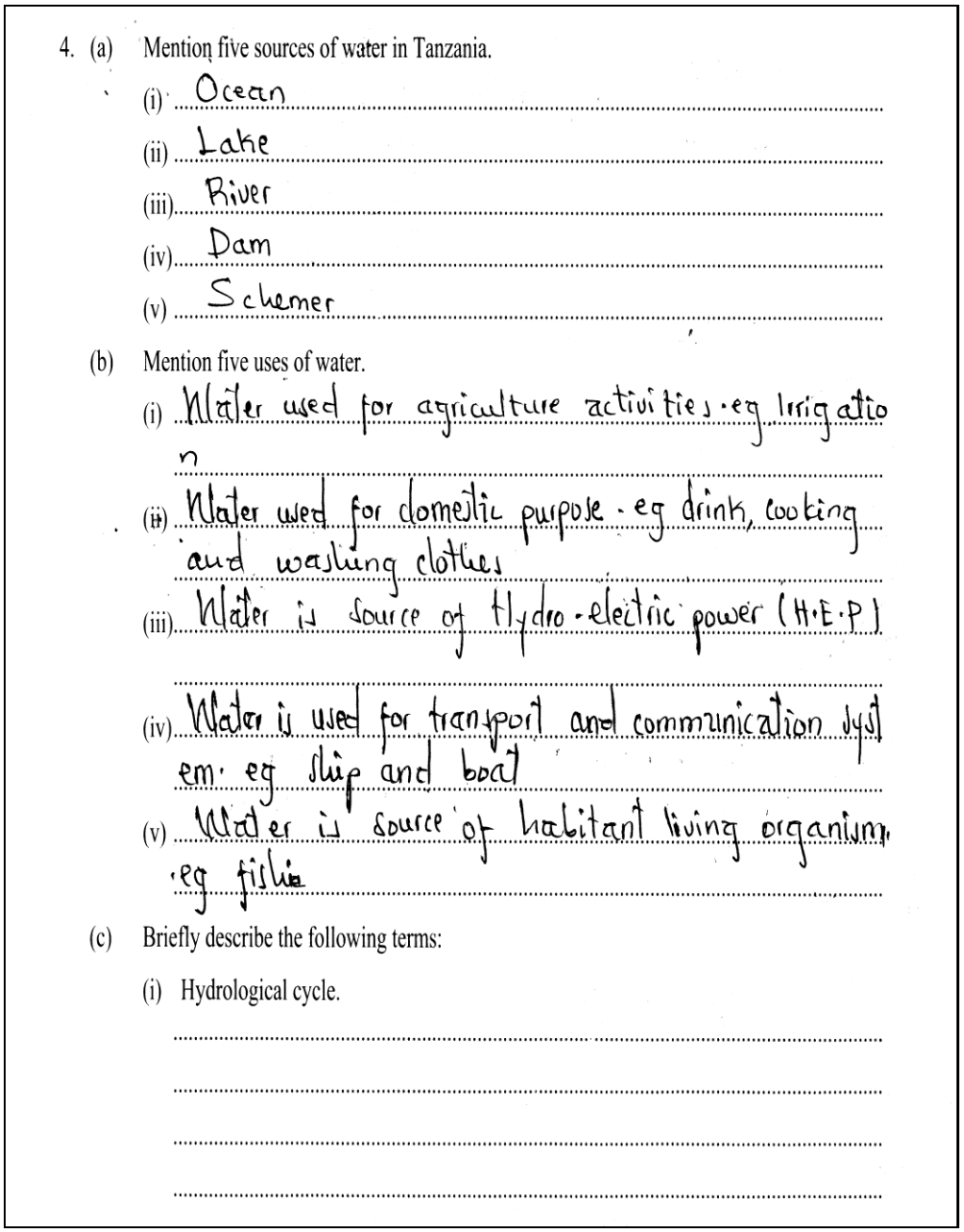
(c) Briefly describe the following terms:

(i) Hydrological cycle.

Is the cycle which are found on the earth surface or flat face surface

Extract 4.2 A sample answer from a student who was able to score one point in part (a) four out of five points in part (b); but) failed to score any mark in part (c).

However, further analysis of the students' responses indicates that the students who had average scores from 4.5 to 9.5 marks managed to answer correctly only some parts of the question. In item (a) some of them managed to mention some sources of water but failed to describe and explain about hydrological circle and water conservation in part (c), yet others mixed correct and incorrect points. In item (b), they managed to mention correctly five uses of water such as: "*for farming activities, transportation of goods, services and people through water bodies, for domestic purposes such as cooking/bathing, running and cooling system in heavy industry, production of electricity power, source of minerals*, and *essential in existence of aquatic life"*. Furthermore, in part (c) some of the students failed to describe the hydrological circle and water conservation. Extract 4.3 is a sample answer from a student who managed to write four sources of water out of five in part (a), score all five points in part (b) but failed to provide any answer to (c).


4. (a) Mention five sources of water in Tanzania.

(i) Ocean

(ii) Lake

(iii) River

(iv) Dam

(v) Schemer

(b) Mention five uses of water.

(i) Water used for agriculture activities. eg Irrigation

(ii) Water used for domestic purpose - eg drink, cooking and washing clothes

(iii) Water is source of Hydro-electric power (H.E.P)

(iv) Water is used for transport and communication system. eg ship and boat

(v) Water is source of habitant living organism. eg fishes

(c) Briefly describe the following terms:

(i) Hydrological cycle.

Extract 4.3 A sample of response from a student who provided correct and incorrect answers in part (a) and (b) in part (c) left blank.

On the other hand, the students who scored from 10 to 15 had better understanding of the demand of the question. In part (a), they managed to mention all five sources of water in Tanzania, such as *rainfall, rivers, wells/boreholes/water holes, springs, lakes* and *oceans/seas*. In part (b) some students mentioned all five uses of water,

such as "*for farming activities through irrigation; transportation of goods and people through the sea, ocean and rivers; for domestic purposes such as cooking, bathing, washing clothes and utensils; used in the production of hydroelectric power (HEP) e.g. Kidatu in Morogoro* and *essential in the existence of aquatic life e.g. fish and brown algae"*. In part (c) they managed to describe the hydrological cycle, water conservation and water pollution correctly. Hydrological cycle was described as *"a continuous circulation of water from the earth's surface to the atmosphere brought about by evaporation, cooling and condensation into clouds and falling as precipitates such as rainfall, hail and sleet, snow and mist"* Water conservation was described as *"the preservation and management of water by quantity and quality through afforestation, preventing water pollution and using sustainably.*" Also water pollution was described as "*an additional of unwanted materials such as oil spills, smoke and chemicals industries into water bodies like rivers, lakes, sea and oceans".*The variation of scores was determined by the correctness of the answers in all parts. Extract 4.4 is a sample of a good response.

4. (a) Mention five sources of water in Tanzania.

(i) Ocean the Indian Ocean

(ii) lakes like Victoria and Tanganyika

(iii) Rivers like River Rufiji

(iv) Dams like Kidatu, Stieglers Gorg

(v) Underground water like springs

(b) Mention five uses of water.

(i) Water is used in Domestic activities like cooking, bathing, washing, cleaning and the like.

(ii) Water is used in Agriculture in plantation to grow plants by either using types of irrigation schemes like flood irrigati

(iii) Water is used in soft drinks industries such as juice, water, sodas and the like.

(iv) Water is used in transportation as means of transport where people travel from place to another by water vessels.

(v) Water is used in cooling down industrial machines when they over heat and they can be cooled by water

(c) Briefly describe the following terms:

(i) Hydrological cycle.

Refers to the circle of water where water is arising through transpiration and evaporation then cool and condense then precipitate down to the earth surface and rises again and make a continous circle of water.

Extract 4.4 A sample of response from of a student who provided relevant answers in all three parts of the question.

2.2.2 Question 5: Short Answer Items

This question was compulsory and it had three parts (a), (b) and (c). In part (a), the students were required to outline five evidences to verify that the earth is spherical.

In part (b), the students were required to describe the following features of continents: (i) basin, (ii) plateaus and (iii) valley. In part (c), the students were required to differentiate between the following terms: (i) meteors and satellites (ii) sea and lake. The marks allocated for each part were (a) 5, (b) 5 and (c) 5 making a total of 15 marks.

This question was attempted by 486,212 (99.99%) students. It ranked second in terms of poor performance as only 27.1 percent of the students who opted for it scored 30 marks and above, 72.91 percent scored from 0 to 4 marks, 23.62 percent scored from 4.5 to 9.5 marks, 3.46 percent scored from 10 to 15 marks and 0.01 percent omitted it. Figure 6 illustrates the students' performance in this question.

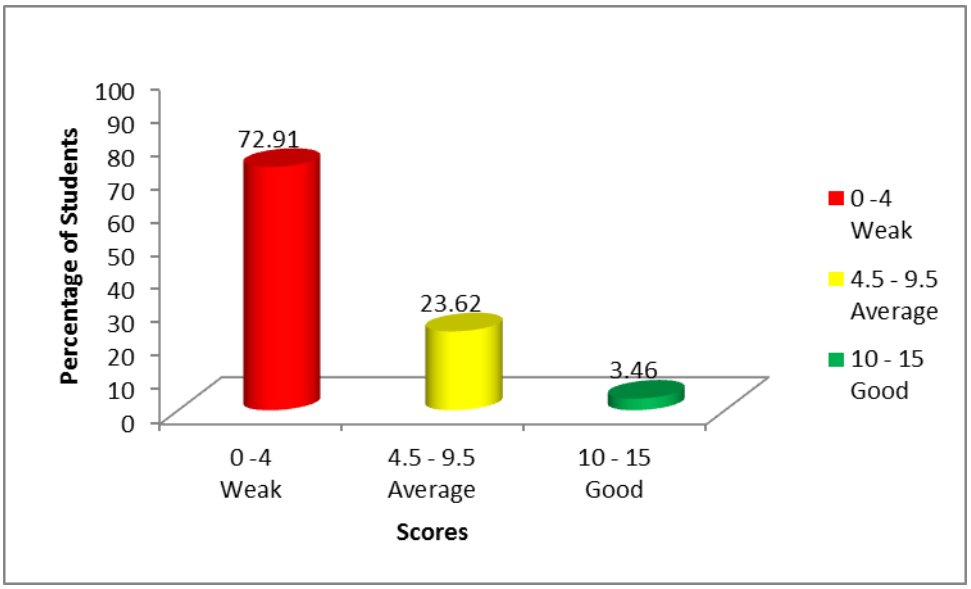


Figure 6: Students' Performance in Question 5.

The students who scored 0 (39.74%) failed to give correct answers to all parts of the question. These students could not understand the concept of shape of the earth, features of the continents and water bodies. For example, in part (a) they failed to outline five evidences to verify that the Earth is spherical as one student came up with irrelevant response such as *"source of employment, source of capital, lack facilities, availability of raw material, conservation good transport infrastructure"*. These are geographical terms which are useful to other questions. Another student wrote "*key, scale, title* and *map*, which are essentials of a map and not evidences to verify that the Earth is spherical. In part (b) the students were not able to describe some features of the continents. For example, in b (i) one students described basin as "*the river basin which can be used for measured rainfall"* and in b(ii) a student described plateau as a "*tool which used for measure wind in the earth surface* "in b (iii) a student defined a valley as "*a tool which used for give the valley from the lake Kilimanjaro".* Such poor responses revealed that the students didn't have sufficient knowledge on the features of the continents. In part (c) most of them failed to differentiate between meteors and satellites (ii), and sea and lake as they provided irrelevant answers and ended up scoring 0 in this question. Extract 5.1 is part of a response from a student who performed poorly in this question.

5. (a) Outline five evidences to verify that the Earth is spherical.

(i) Source of employment

(ii) Source of capital

(iii) lack of Facilities

(iv) ~~Availability~~ Availability of Low material

(v) Conservation Good transport communication infrastructure.

(b) Briefly describe the following features of the continents.

(i) Basin. This is the lerative activities in a which plant so as take to do something.

(ii) Plateau. Is the act that nvdves cultivation crop and animal and plant.

(iii) Valley. Is the situation of mostly where by the vallefion of living environment of the earth cust in which plant and Animals

(c) Differentiate the following terms:

(i) Meteors and satellites.

Is the movement from one place to another For good and animal keepin g

(ii) Sea and lake.

It the source of ocean to the windand the around extraction of ground this is th e produce water and ocean For since wh ere are transifation.

Extract 5.1 A sample of a response from one student who wrote irrelevant answers in all parts of the question.

Further analysis from the students' responses shows that the students who scored from 0.5 to 4 marks managed to answer correctly only some parts of the question. For example, in part (a) some managed to outline few evidences such as: *sunrise and sunset, circumnavigation of the earth*, and *ship visibility* while in part (b) and (c) most of them were not able to provide clear definitions and distinctions of the geographical terms asked.

On the other hand, the students who scored from 10 to 15 marks had shown adequate understanding of the concepts as they were able to outline five evidences to verify that the earth is spherical. For example, in (a) they provided correct answers such as "*circumnavigation of the earth in which if you start travelling from place in an airplane and fly nonstop in a straight path, you will eventually back to the place where you started the journey*; lunar eclipse: *during the eclipse of the moon the shadow of the earth appear spherical, ship visibility; if you are in the coast viewing a ship which is very far you will see the smoke gradually then the pipe and eventually the whole ship as it closer to the coast; sunrise and sunset: the sun rises and sets at different times at different places of the earth if the earth was flat the whole world would have sunrise and sunset at the same time*; *the earth's horizon appear curved* and *photographs taken by satellite appear; and show earth spherical"*. Also they described correctly the features of the continent like basin, plateau and valley. In part (c), they were able to differentiate between (i) meteors and satellite and between (ii) sea and lake by providing the relevant application of the skills on the topic and using the environment they live to describe the terminologies they were asked. Extract 5.2 represents part of a good response.

5. (a) Outline five evidences to verify that the Earth is spherical.

(i) Earth's Circumnavigation; Circumnavigation refers to travelling all over the globe. When you start travelling from a starting point you wont see the end of the globe but you will be back to starting point

(ii) Lunar Eclipse; this is when the Earth is between the sun and moon hence casting shadow to the moon. The earth's shadow to the moon is spherical.

(iii) Ship Visibility; If the earth was flat the ships would be seen from the starting to the end point of their journey but because the earth is spherical you cannot see the ship from the starting to the end point

(iv) Sun rise and Sun set; If the earth was flat all places would receive sun rise or set at the same time but because it spherical the people in the East receive sun rise than those in west

(v) Aerial photographs; The aerial photographs shows that the earth is spherical. This was observed by the scientists.

(b) Briefly describe the following features of the continents.

(i) Basin. Refers to a large wide dipression of the earth surface where most population of people live in it and example of basin is murray darlin basin in Australia.

(ii) Plateau. Refers to a table like structure rising in a high or low summit level example of plateau is the Brazilian plateau and the Arabian plateau. It is the common feature in the African continent.

(iii) Valley. Refers to the V-shaped dipression down the earth surface to a greater height than a basin where most of rivers start

(c) Differentiate the following terms:

(i) Meteors and satellites.

Meteors are the shooting stars forming a bright line when falling from the space when meteors reach in the earth atmosphere the are called meteorites. While Satellites are the heavenly body object which revolve around planets example of satellite is the moon satelite of the Earth.

(ii) Sea and lake.

Sea is a large water mass which is found on the show of the Earth continent which contains water salinity and vastness example of sea are mediterranean sea, dead sea and the like. While a lake is a stagnant water on a specific area of dipression which is bigger than a dam but smaller than an ocean biggest lake is Caspian sea followed by Superior then Victoria, then baikal as deepest down lake and Tanganyika.

Extract 5.2 Part of a response from a student who managed to answer the question well. In part (a) he/she was able to outline five evidences to verify that the earth is spherical. In part (b) he/she managed to describe three features of the continent and in part (c) he/she managed to differentiate between meteors and satellites, and between a sea and a lake.

2.2.3 Question 6: Short Answer Items

This was a compulsory question which had three parts (a) (b) and (c). The students were required to (a) outline four ways of determining direction of a place on a map, (b) list four features of the representative fraction (RF) scale, and (c) suggest two ways of measuring areas with irregular shapes. The marks allocated for each part were (a) 4, (b) 5 and (c) 6, making a total of 15 marks.

The question was attempted by 486,172 (99.98%) students and it was the question with the poorest performance in this paper. Only 25.9 percent of the students who attempted it scored 30 marks and above. The analysis shows that 74.13 percent scored from 0 to 4 marks, 20.78 percent scored from 4.5 to 9 marks, 5.07 percent scored from 10 to 15 marks and 0.02 percent omitted it. The performance of the students in this question was generally poor as 74.13 percent scored below 30 marks. Figure 7 below illustrates the performance.

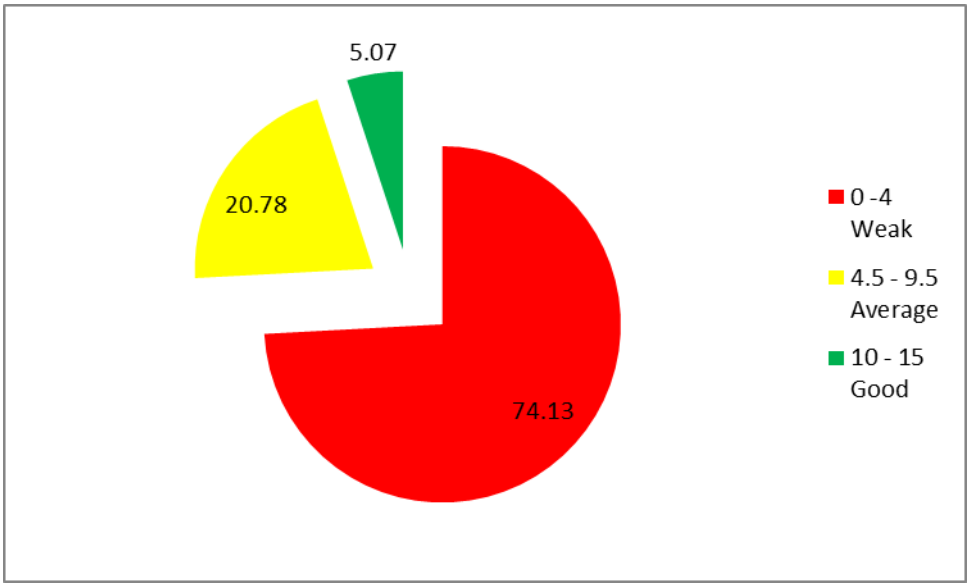


Figure 7: Students' Performance in Question 6.

The students who scored 0 were 219,688 (45.18%) had limited knowledge of the topic, they misinterpreted the question they gave irrelevant answers and skipped some parts of the question. For example, one student in part (a) failed to provide four ways of determining direction of a place on a map as he/she wrote "*statement scale, representative scale, fraction scale* and *linear scale".* In the topic of Map Work these are ways of expressing the scale of a map. Another student responded as "*scale, key, title* and "*dira*" which are essentials of a map and not ways of determining direction of a place on a map as the question demanded. However, the use of Swahili words by

this student and presence of spelling mistakes is an indication of the language problem facing some students. In part (b) they were not able to list four features of representative fraction, For example, some students wrote "*source of employment, source of income, source of government revenue, source of infrastructruring"* which are not related to the question demand. But these are geographical terms which could be the responses to other geography questions. Others wrote "*wind, pressure, humidity* and *land"* which are irrelevant responses the first three are the elements of weather and the last one is part of the earth's surface. In part (c), some students did not answer and some of those who responded provided incorrect responses. For example, one student wrote "*map, scale, key, compass direction"* which are terms used in the topic of Map Work topic. Another student wrote "*by scientific method* and *traditional method".* These methods are not part of the responses. Extract 6.1 is the sample of such a weak performance.

6. (a) Outline four ways of determining direction of a place on a map.

(i) Scale

(ii) Key

(iii) title

(iv) Dia

(b) List four features of the Representative Fraction (RF) scale.

(i) forestation

(ii) live stock

(iii) Land

(iv) Water gread

(c) Suggest two ways of measuring areas with irregular shapes.

(i) map

Extract 6.1 A sample of a response from a student who failed in all parts of this question. In part (a) he/she wrote essentials of a map instead of ways of determining direction of place and in parts (b) and (c) he/she mentioned some geographical terms which were not relevant.

The students who scored from 0.5 to 4 marks had some knowledge of some parts of the question. In part (a) some students wrote correct answers by mentioning the ways of determining the direction of a place on a map but in part (b) most of them failed to list four features of Representative Fraction (RF) scale. Part (c) was omitted by many students due to inability to know the ways of measuring areas with irregular shapes.

Furthermore, the students who scored from 4.5 to 9.5 marks had moderate knowledge of the concept of Map Work. The quality of responses by individual students was reflected through their. For example, some students in part (a) were able to outline partially four ways of determining direction of a place on a map, and in part (b) they failed to list clearly four features of the Representative Fraction scale. In part (c) some were able to suggest two ways of measuring areas with irregular shape while others managed to mention one way only.

Moreover, students who scored from 10 to 15 marks demonstrated the adequate skills on Map Work specifically about the methods/ways of determining the direction of a place on a map, features of representative fraction scale and area measurements. Most of them provided correct answers such as "*compass* and *bearing*, *latitudes and longitudes, grid reference system*, and land *mark/place name/ naming the places"* in part (a). In part (b), they managed to list the features of the Representative Fraction scale such "as *using of the ratio form* or *fraction form*, *the numerator is always 1 (one) 1:100000, the denominator is greater than numerator"*. In (c) they suggested correctly two ways of measuring the area of an irregular shape which are "*grid method, strip method* and *division method"*. Extract 6.2 is a sample of a good performance.

6. (a) Outline four ways of determining direction of a place on a map.

(i) North direction; there are for types of north direction that is True north, grid north and magnetic north.

(ii) Compas bearing; this is a direction of place from another measured in degrees o clockwise from the north direction.

(iii) Grid reference; this refers to a system of horizontal and vertical lines which form a system of uniform squares on a map.

(iv) Longitude and Latitudes; which are measured in angles.

(b) List four features of the Representative Fraction (RF) scale.

(i) It is a representation of a scale in Ratio form eg 1:100,000 ie one centimeter represents 1km.

(ii) It can be also be represented in fraction for example 1/100,000

(iii) It is the representation which doesn't show the unit of measurement but it is the Ratio of two similar units

(iv) The numerator has to be 1 ~~unit~~ and the denominator may be any number.

(c) Suggest two ways of measuring areas with irregular shapes.

(i) Trace method/square method; This is done by dividing the shape into uniform squares and the area is obtained by making the sum of the full squares and half-squares divided by two. After that the area which will be obtained on the sum of squares will be converted to the ~~ground~~ real ground area.

(ii) Divide method; This is the method which involves dividing the area of an Irregular shape into various regular shapes eg Triangle, rectangle, whose area can be determined. Then the obtained area is converted from the map area to the actual ground area by the given scale.

Extract 6.2 A sample of responses from a student who provided correct answers to all items in parts (a), (b) and (c).

2.3 SECTION C: REGIONAL FOCAL STUDIES

2.3.1 Question 7: Tourism

This question required the students to describe five problems that face the tourism industry in Tanzania.

It was one of the questions which was opted for by a good number of students 374,429 (77%). It was the sixth well-done question in this paper as 54.67 percent scored from 0 to 4 marks, 34.19 percent scored from 4.5 to 9.6 marks, and 11.04 percent scored from 10 to 15 marks. The performance of the students in this question was average as 45.33 percent of the students scored 30 marks and above. Figure 8 below illustrates the performance in this question.

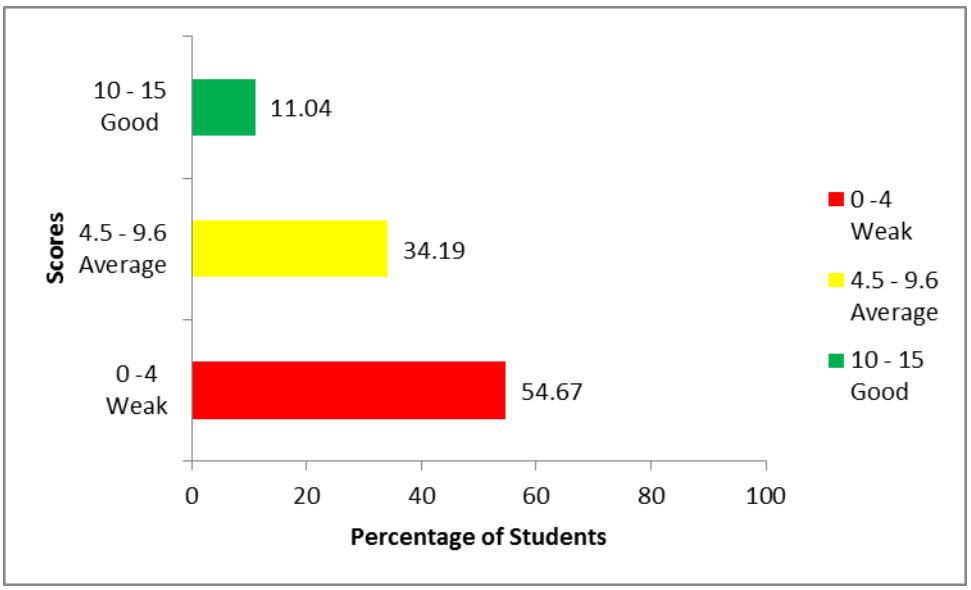
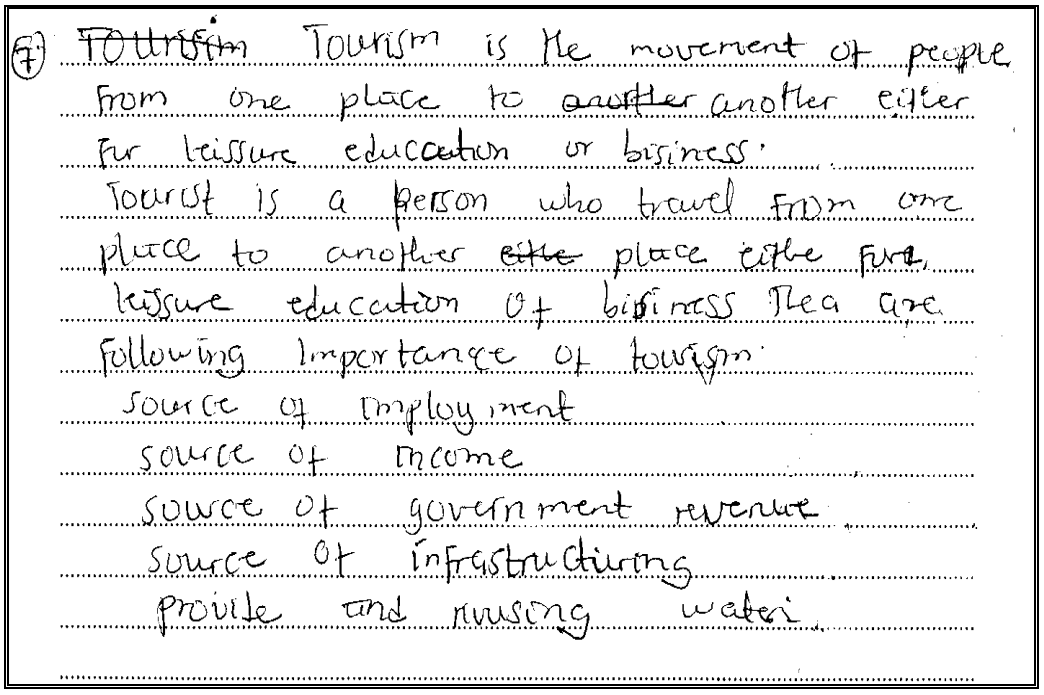


Figure 8: Students' Performance in Question 7.

The students who scored 0 mark 62,252 (16.63%) in this question proved to have inadequate knowledge on Tourism Industry as they were unable to describe five problems that face the tourism industry in Tanzania. Some of them failed to understand the demand of the question as they responded in the opposite way by providing factors for development of tourism industry such as "*availability of capital, good transport and communication, good government infrastructure,* and *source of foreign exchange"*. Some of them listed problems associated with tourism activities including "*environmental degradation, spread of dieses like HIV, terrorism, cultural interference* and *seasonal inflation"*. However, there were others who mixed up irrelevant answers including some are geographical concepts which are irrelevant to the question like "*lack of diseases, increase of population*, *poor storage,* and *reduction number of animals"*. Extract 7.1 is a part of a student poor response.


7) ~~Tourism~~ Tourism is the movement of people from one place to ~~another~~ another either for leissure education or bisiness.
Tourist is a person who travel from one place to another ~~either~~ place either for leissure education of bisiness The are following Importance of tourism
source of employment
source of income
source of government revenue
source of infrastructiurng
provide and nursing water.

Extract 7.1 A sample of responses from a student who misinterpreted the question. He/she listed the importance of the tourism industry instead of problems that face tourism industry in Tanzania.

The students who scored from 0.5 to 4 marks revealed to have inadequate knowledge in understanding the demand of the question and poor mastery of the English language in general. They wrote meaningless sentences and copied some sentences from the paper such as "*large scale cultivation, human activities, minimum or maximum thermometer* and *equator"*. Instead of writing correct points like "*poor infrastructure, accommodation facilities, limited capital, low market* and *low coordination policies"*.

Furthermore, the students who scored from 4.5 to 9.6 marks were able to understand the demand of the question but they were either not able to provide the required number of points or mixed the relevant and irrelevant points. This is due to the limited knowledge they had of the subject matter. Some of the responses included "*poor climatic conditions, lack of capital, poor transport and communication, lack of urbanization, lack of employment opportunities,* and *lack of labor power"*. On the other hand, majority of the

students provided partial explanations of their points which adversely affected their performance by scoring not more than 9.6 marks.

Students who scored from 10 to 15 marks had adequate knowledge of the subject matter. They understood the demand of the question and provided relevant answers. For instance, most of them managed to explain clearly the problems that face the tourism industry in Tanzania, such as "*poor transport and communication, poor accommodation facilities, poor government policies, limited capital, low marketing and promotion strategies, low coordination policies, crime,* and *poor advertisement"*. Furthermore, the students showed good skills in essay writing. The marks of this group varied from 10 to 15 depending on the relevance of the explanation given. Extract 7.2 is a sample of a good response.

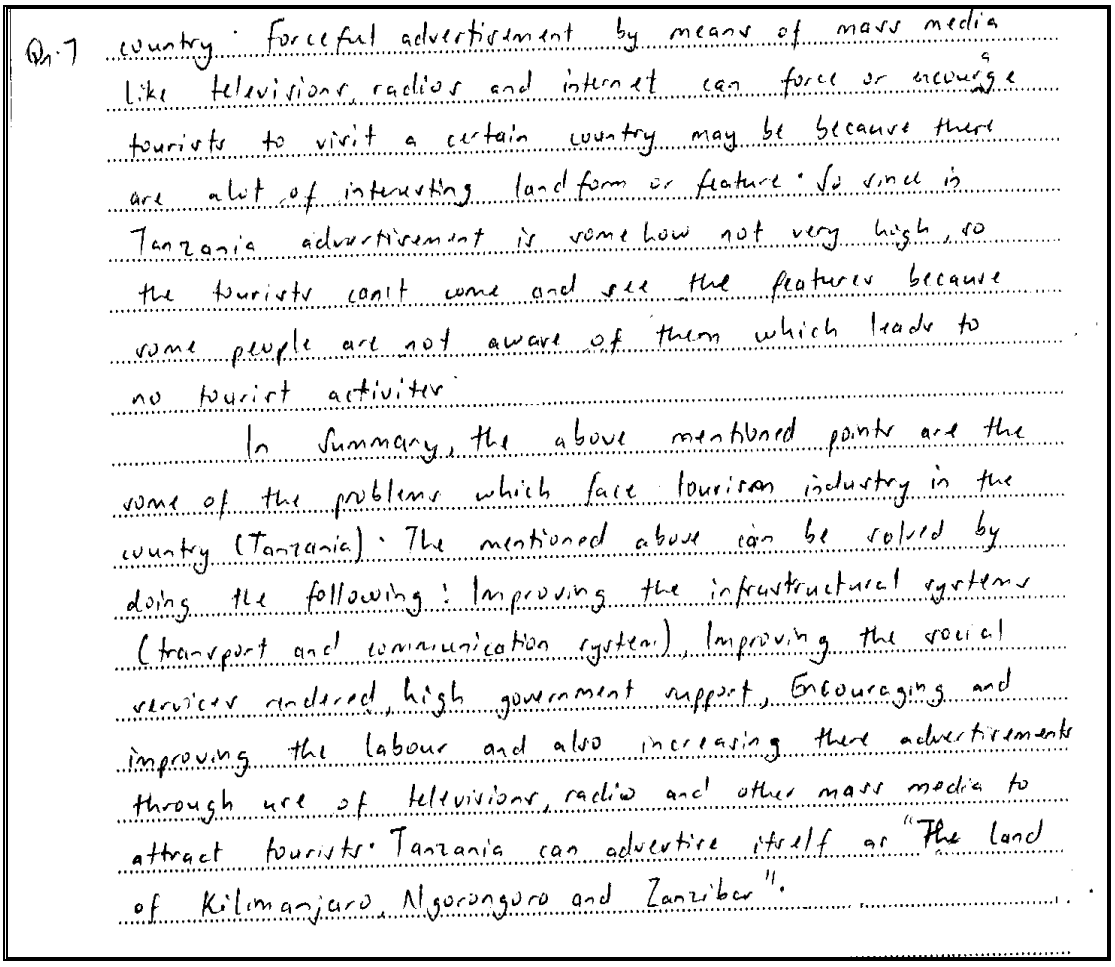
Qn·7 Tanzania can not visit the tourist attraction because there is no good social services, there isn't good transport and communication systems.

Shortage of skilled labour: There isn't enough people to work for the tourist activities like tour guides, hotel receiptionists and others, so the tourism industry declines (falls) due to people from inside and even outside the country are not interested in coming for tourism activities. This leads to un development in the tourism sector hence the industry (tourism) and the economy of the country both fall due to lack of profit.

Lack of good infrastructural system: The coming of tourists is influenced by also infrastructural system (transport and communication system), so when the infrastructure are good and of high quality, more tourists will visit the country but if the transport and the communication systems are bad and of poor/low quality, only few tourists will visit the country. So since the Tanzanian infrastructure is not of high quality, tourists don't often visit the county despite having many tourist attractions like Mountain Kilimanjaro, Lake Victoria and Ngorongoro crater.

Lack of good accomodation faulities: Tourists can be influenced by the level of accomodation faulities like social services so since Tanzanian social services are not that good, (because there is lack of many five star hotels) tourists only visit the country in some times but if the social services (accomodation faulities) were of high quality, tourists could have been visiting the country many times because Tanzania has got many (plenty) of tourist attractions which can be visited by alot of tourists at the same time.

Poor Marketing systems: Tourists coming in a country is also influenced by the marketing of the


Qn·7 country. Forceful advertisement by means of mass media like televisions, radios and internet can force or encourage tourists to visit a certain country may be because there are alot of interesting land form or feature. So since in Tanzania advertisement is somehow not very high, so the tourists can't come and see the features because some people are not aware of them which leads to no tourist activities.

In summary, the above mentioned points are the some of the problems which face tourism industry in the country (Tanzania). The mentioned above can be solved by doing the following: Improving the infrastructural systems (transport and communication system), Improving the social services rendered, high government support, Encouraging and improving the labour and also increasing there advertisements through use of televisions, radio and other mass media to attract tourists. Tanzania can advertise itself as "The land of Kilimanjaro, Ngorongoro and Zanzibar".

Extract 7.3 A sample of a response from a student who described correctly five problems that face the tourism industry in Tanzania

2.3.2 Question 8: Sustainable Mining.

The students were asked to elaborate five challenges facing the development of the mining industry in Tanzania.

This question was opted for by 176,802 (36.35%), of which 60.41 percent scored from 0 to 4 marks, 22.99 percent scored from 4.5 to 9.5, and 16.4 percent scored from 10 to 15 marks. The performance of the students in this question was average as only 39.59 percent scored 30 marks and above. Figure 9 below illustrates the students' performance in this question.

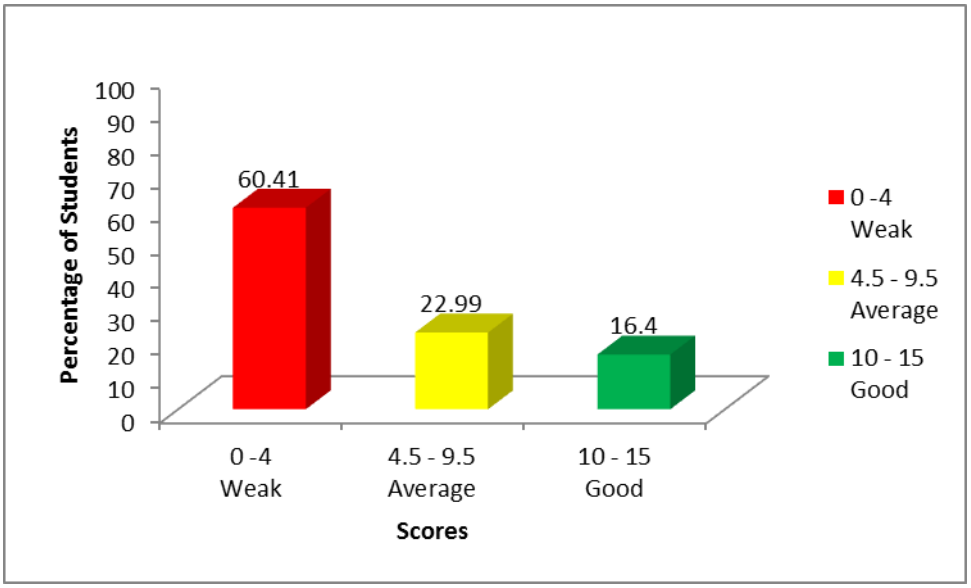


Figure 9: Students' Performance in Question 8.

A total of 43,202 (24.44%) scored 0 in this question as they failed to meet the requirements of the question. Instead of elaborating the challenges that face the mining industry in Tanzania, they explained the importance or advantages of the mining industry such as *"helps development of urbanization, development of transportation and communication system, source of foreign currency, development of employment opportunities, and development of other sectors".* Others provided incorrect responses which were neither advantages of mining industry nor problems, such as "*agriculture, movement of people,* and *total revenue".* Extract 8.1 is a sample of a response from a student who performed poorly in this question.

8.

Mining Industry is the extracting minerals of are given area. They two types of mining metal mining and non-metal mining.

The following are the challenges for the development of mining industry on Tanzania

Development of Urbanization; Mean that urbanization can developen the country because people if they get peace, Love and good behaviour.

Development of Transport and communication; Mean that people can get Transport to go one place to another place.

Source of foreign currency in the ecountry; Mean that source of foreign can get new culture and to change in behaviour.

Development of Employment opportanities; Mean that if the Employment change people can get money because of moneng people of Tanzania change each the development can change.

Development of other secters; mean that in other Secters people can development if they go to do work they get money that money can be to develop if people can Cotituos to do work people get get many thing to do and to get capital.

In general mining is important in the country can be one of thing that can develop the society to be good country not to be poor.

Extract 8.1 A sample of a response from a student who explained the importance of the mining industry instead of challenges for development of the mining industry in Tanzania.

Students who scored from 0.5 to 4 had insufficient knowledge of the subject matter and they were not able to provide the required number of points. Some of them mixed the relevant and irrelevant points because they had limited knowledge of the mining industry topic. One student wrote "*unreliable power supply, improvement of infrastructures, lack of enough knowledge, improvement of capitals, lack of good transport and communication, source of foreign currency, urbanization improvement of employment opportunities* and *source of government revenue"*. Although some managed to write the introduction, main body and conclusion they were not able to provide correct points as the question demanded.

On the other hand, students who managed to score from 4.5 to 9.5 marks were able to elaborate a few correct points and others provided partial explanations of the correct points. Apart from that, others mixed wrong and correct points. For example, one student mentioned "*poor government support, low level of technology, environmental degradation, availability of capital, availability of labours* and *diseases"*. Also, the conclusions given by other candidates were incomplete. The problem of language caused the variation of scores in this group. Some students had correct points, but failed to support them with correct explanations.

Further analysis from the scripts of the students shows that students who scored from 10 to 15 marks were able to elaborate the points by following all, steps of essay writing. They managed to elaborate five challenges facing the development of the mining industry in Tanzania, such as "*lack of enough capital, poor technology, lack of skilled personnel, lack of market and lack of enough government support"*. Students started by defining the word mining in the introduction part, as *"the process of extraction of underground minerals by using different methods like open cast mining and alluvial mining method and giving examples of minerals such as gold, copper, coal, diamond and tanzanite"*. However, the variation of scores was caused by the accuracy of their responses. Extract 8.2 is a sample of a response from a student who managed to describe five challenges facing the development of the mining industry in Tanzania.

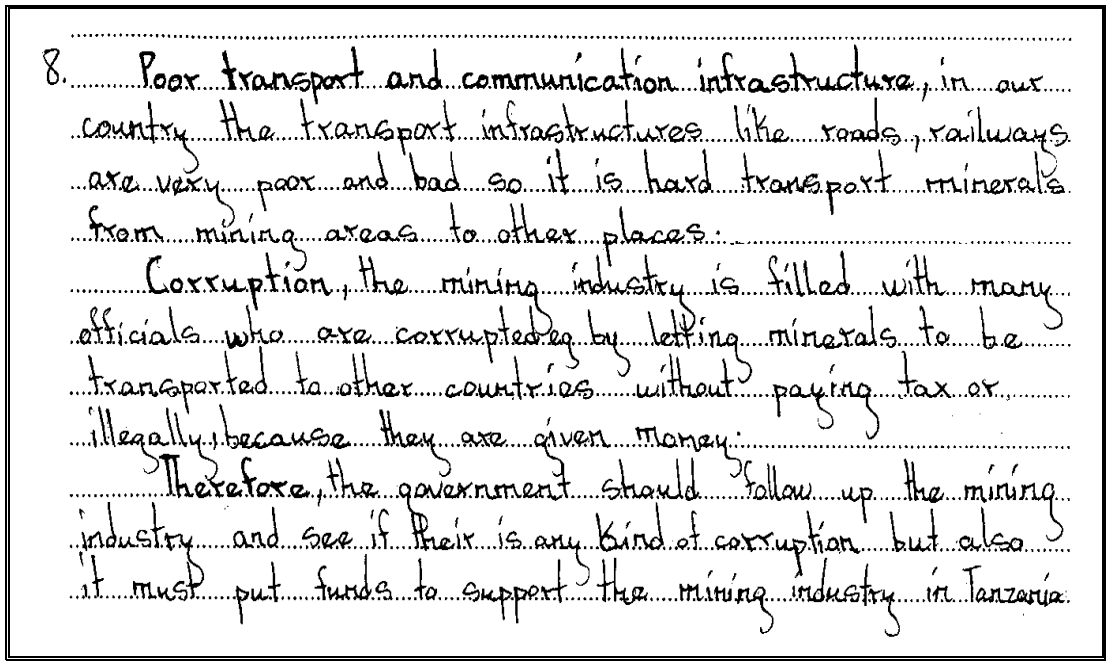
8.

Mining is the activity which involves the extraction of minerals from the ground. Tanzania has many mineral that are mined some of them are gold, copper, coal, diamond, tanzanite and many others. The following are challenges for the development of mining industry in Tanzania.

Lack of experts, our country lacks skilled people in the mining industry who can perform different jobs like control machines which are used for mining or cutting minerals like diamond. So the government uses a lot of money to employ experts from other countries.

Poor technology, our country lacks sufficient machines that can be used in the mining industry such as bull-dozers, tractors and even machines which are used to process minerals.

Insufficient capital, the mining industry needs a large amount of money which may be used to pay workers, to buy machines which are used in mining and to transport mineral from mining sites to other places.


8. Poor transport and communication infrastructure, in our country the transport infrastructures like roads, railways are very poor and bad so it is hard transport minerals from mining areas to other places.

Corruption, the mining industry is filled with many officials who are corrupted eg by letting minerals to be transported to other countries without paying tax or illegally because they are given money.

Therefore, the government should follow up the mining industry and see if their is any kind of corruption but also it must put funds to support the mining industry in Tanzania

Extract 8:2 A sample of a response from a student who managed to describe five challenges facing development of the mining industry in Tanzania.

2.3.3 Question 9: Transport

This question required the students to describe five problems facing transportation industry in East Africa.

This question was opted for by 184,914 (38.02%), of which 56.72 percent scored from 0 to 4 marks, 32.07 percent scored from 4.5 to 9.5, 11.12 percent scored from 10 to 15 marks and 0.09 omitted it. The performance of the students in this question was average as only 43.28 percent scored 30 marks and above. Figure 10 below illustrates the students' performance in this question.

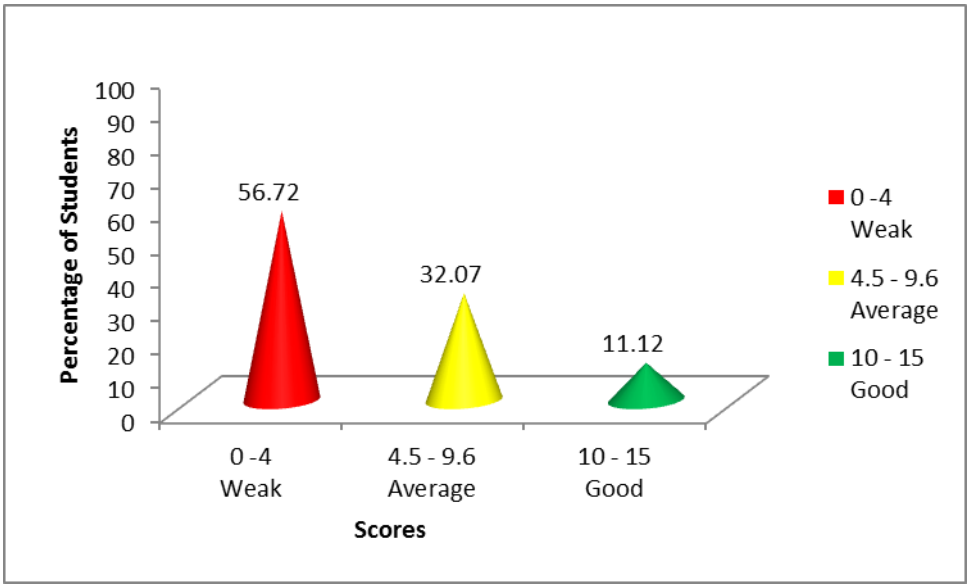


Figure 10: Students' Performance in Question 9.

A total of 27,218 (14.72%) scored 0 in this question due to lack of knowledge and skills of Transport and Communication topic. In this category, students were not able to provide the problems facing transportation industry in East Africa. For example, one student misinterpreted the question by explaining the term industry as "*large scale production using machine"*. This student probably was attracted by the word industry without considering the demand of the question as a result she/he listed such points as "*availability of power and energy, availability of market, availability of capital,* and *availability of man*. Another student explained the concepts of environmental issues, such as "*water pollution, air pollution, water conservation* and *water management"*. These answers made them fail to get any mark. Extract 9.1 is a sample of a poorly done question from the script of a student.

9. Industry - is an industry che that inuolued in a large sale production goods wing machinery. There are two types of manufacturing industry which are Processing industry and Fabricaran industry.

The problems facing transportion industry in east Africa:

Va Auability of power and energy. It the auability of power and energy because industry is a energy and power people or industrialization it proving the development of people and goueiment of group.

Auability of market. Is the auability of of market it improuing the other social service because the market it proud the other activities of the people and animal of enuiroment.

Auability of capital. H the capita because the auability of capital is same to people to increased the market it proud the social, economic and system of goueinment reuenue. It the goueinment of ei people it prove the economic of some in going to people.

Va Auability of man. It prome the man th industry to come of enuironment of activities of people the man it deale of capital a man have no to accepted to man or animal in the plant lot of pecut and deases in order to some one of enuironment the industry it improue the go to out of people in deases.

Extract 9.1 A response from the script of a student who failed to understand the demand of the question and wrote factors for the development of an industry instead of problems facing the transportation industry in East Africa.

On the other hand, students who scored from 0.5 to 4 marks were able to elaborate few correct points and others gave partial explanations of points in this question. Apart from those, others mixed wrong and correct points such as "*increase of fuel and petrol, costfully of things, increased of accident,* and *low capital"*.

Moreover, the students who scored from 4.5 to 9.5 revealed to have moderate understanding of the question. Most of them seem to have average understanding of the demand of the question. However, most of them were able to mention only a few correct points out of the five. There were few students who managed to mention five points but some of their points were not correct. For example, one student wrote *"lack of capital, shortage of raw materials, lack of skilled labour, poor climate,* and *lack of power supply"*. Some of the points were based on the problems of manufacturing industry.

The students who scored from 10 to 15 marks provided correct description which met the demands of the question. The students were able to follow essay writing procedures like introduction, main body and conclusion. They presented a good introduction of transportation which covered all the aspects required like *"transportation is temporary or permanent movement of people, goods and services from one place to another"*. These students were able to analyze problems facing transportation in East Africa, including "*shortage of capital, poor infrastructure system, rise of fuel price and presence of few navigable water bodies"*. This was a sign of a good understanding of the English language and mastery of the subject matter. Extract 9.2 is a sample of the response from a student.

Qn.9. Transportation is the movement of people, goods and services from one place to another by either means like land, air and water. Transportation has been improved in East African countries thus still face some problems. Described below are the problems that face transportation industry in East Africa.

Capital invested is low thus roads and vehicles are of low quality example in air transport in Tanzania couple of months ago Tanzania bought their first two aeroplanes which are not of good qualities as no high facilities and accomodation.

Infrastructure are of poor qualities. example tarmac roads or main road the tarmac used to accomplish the road construction is not pure its mixed with impurities which make it to be of low quality thus make transport system to be difficult.

Rising of the fuel price by the OPEC which slow down transportation activities due to economy of the East African people to be low. this lead to decline of some transportation most likely air since price will be rised to the fact that fuel price increase and transportation price increase.

Most of East African rivers are not navigable due to presence of physical barriers like waterfalls, cascades and dangerous animals which this leads to set back that faces transport system in East Africa ~~there~~ as there is no capital to straighten the rivers this brings to transport system of East Africa to be poor.

Shortage of advanced used of technology to smoothen transport system like uses of bullet train, hyper loops and the like which could make transport system in East Africa to be smooth.

To crown it up transportation can be improved by considering the above set back on transportation industry as to advanced technologies used and the like then transportation industry would be improved.

Extract 9.2 A sample of response from a student who managed to answer the question well.

2.3.4 Question 10: Agriculture

The question required the students to explain five problems facing livestock farming in Africa.

This was the question which was attempted by very few students, 87,796 (18.05%) and it was the fifth in ranking among the well performed questions. A total of 51.89 percent scored from 0 to 4 marks, 28.58 percent scored from 4.5 to 9.5 marks, 19.31 percent scored from 10 to 15, marks and 0.22 omitted the question. The performance in this question was average as only 48.11 percent of the students scored 30 percent and above. Figure 11 below illustrates the performance in this question.

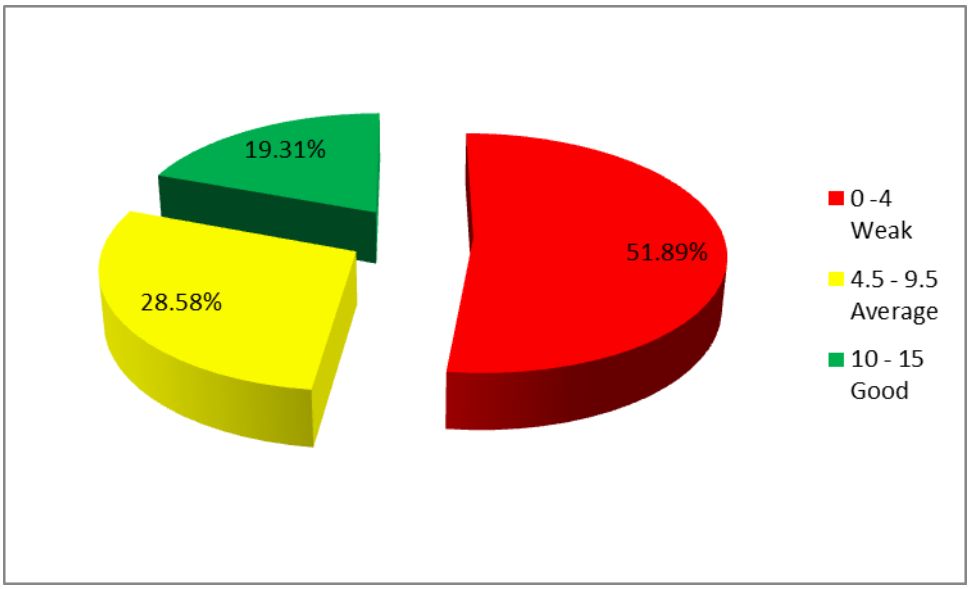


Figure 11: Students' Performance in Question 10.

A total of 23,574 (26.85%) scored 0 in this question because they had limited knowledge of the topic of agriculture. Some of them misinterpreted the questions while others gave general and sketchy answers. For example, one student provided irrelevant responses like "*increase in land, overgrazing, availability of capital, poor way of agriculture, poor conservation, and low production of goods from animals, transport and communication* and *increase of land and infrastructure"*. These are geographical terms but are not part of the correct response.

On the other hand, the students who scored from 0.5 to 4 marks had limited knowledge of livestock farming. The result they responded partially to the

question by providing few relevant points. For example, one student managed to provide few correct points on the problems facing livestock farming in Africa, and proceeded explaining the importance of livestock farming in Africa which was contrary to the demand of the question.

The students who scored from 4.5 to 9.5 marks had moderate knowledge of the subject matter especially the problems facing livestock farming in Africa. For instance, some students provided correct and incorrect responses like "*low capital, government support, availability of skilled labour, education, lack of transportation, lack of market centre, overgrazing* and *lack of medicationswere".* Others were able to explain partially the problems of livestock farming in Africa. Some managed to provide the definition of livestock farming, and explain few problems of livestock farming in Africa without giving a relevant conclusion. Yet others managed to provide partial introduction, and to explain few problems of livestock farming with a relevant conclusion.

Further analysis reveals that the students who scored from 10 to 15 marks had adequate knowledge because they managed to interpret the question correctly. Moreover, they presented their answers in a logical way supported them with relevant explanations and ended with relevant conclusions. They effectively explained five problems facing livestock farming in Africa like "*shortage of enough capital, shortage of skilled personnel, poor use of technology, poor infrastructure system, poor government support, presence of pests and diseases and shortage of water and pasture, pests and diseases, remoteness of savanna land, insufficient capital to buy inputs, shortage of water and pastures, little or no use of technology which limits efficiency due to the lack of training, the tradition and culture of many nomad pastoralists, lack of quality yield breed that are able to adapt the climatic conditions* and *poor storage facilities to the majority of farmers".* The variations of their scores were determined by the accuracy of their responses. Extract 10.2 present a sample of the response from a student who performed well in this question.

Question 10

Livestock farming, is the practise of keeping animal so as to obtain animal products such as milk, skin, and meat, and the most is meat because is used as food and also animal products are used in making clothes, shoes, etc and due to this lead to employment opportunities, rise of national income and availability of towns the following are the problem facing livestock farming in Africa:

Presence of pest and diseases, this is a problem because it attacks the live stock so the production is going to be small example mouth diseases in cows this ~~attacks diseases like~~ so much cows during rain season and affect in the mouth and cows fail to eat and then dies.

Lack of storage facilities, livestock farming needs high storage facilities because many of its products are easly destroyed wit need storage facilities, example refrigerator this is used in storing of milk and milk so as to ~~meat~~ reach the market.

Climate condition, many livestock depend on climatic condition for pasture and water in order stay alive and for production, but climatic condition can affect it, example in sunny days pasture and water in many areas are drying which ~~are~~ will lead to low production and death of livestock

High competition to other sector, in African countries there is competition ~~during~~ market example fishing sector fish are sold in low price not like one kilogramon of ~~meat~~ so people buys much fish rather than meat so this lead to less and is one of the problems.

Low science and technology, low science and ~~technology~~ example in storing materials, milking material ~~are~~ and in vaccination proces many people are using local ways ~~example~~ in milking they use hands to milk instead of machine, there is no any vaccination to their livestock.

Generally, there are so many problems but we have to take care of them, in order to improve we have to Prevent against diseases, to use high science and technology, we should have good and enough storage facilities in order to have high production.

Extract 10.2 A sample answer from a student who managed to give a relevant introduction, conclusion and explain well the five problems facing livestock farming in Africa.

SUMMARY OF THE QUESTIONS ANALYSIS IN GEOGRAPHY PAPER FTNA 2017

S/N	DEGREE OF PERFORMAMNCE	QUESTION NUMBER						
1	*Well done Questions*	1	2	3	4			
2	*Moderately done Questions*	7	8	9	10			
3	*Poorly done Questions*	5	6					
4	*Most attempted Questions*	1	2	3	4	5	6	7
5	*Least attempted Questions*	8	9	10				

3.0 ANAYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The analysis of the students' performance in FTNA 2017 in each topic shows that students had *good* performance in 6 topics out of 14 topics as they scored 65 marks and above. These topics include *Water Management for Economic Development, Map Work, Sustainable Use of Forest, Climate, Weather and The Solar System.* On the other hand, four topics had an average performance which includes: *Agriculture* (48.11%), *Tourism* (45.33%), *Transport and Communication* (43.28*%),* and *Sustainable Mining* (39.59%). The topics of *Solar System, Concept of Geography, Major Features of the Earth's Surface* (27.1%) and *Map Work* (25.85%) had weak performance (22.2%). (See figure below and ***appendix***).

4.0 CONCLUSION

The analysis of the questions and topics has shown that the overall performance of the students in Geography paper for Form Two National Assessment (FTNA) in 2017 has improved significantly in some topics. The reasons that contributed to low performance in some few topics include inability of the students to identify the demand of the question; lack of knowledge of some of the topics tested; and lack of specific skills to apply laws, concepts and formula in answering questions. Another factor was poor mastery of the English Language. It was observed from the analysis that in some schools and in some topics teaching is done in both English and Kiswahili but the examination was set in English. As a result, some students used Kiswahili to respond to some questions.

5.0 RECOMMENDATIONS

In order to improve the performance of the students in future Geography assessments the following recommendations should be taken into account.

(a) Teachers should guide students to gain skills on how to answer examination questions and how to arrange their work in a proper way.

(b) Students should make sure that they read and understand the demand of questions so as to provide relevant responses.

(c) Teachers should provide enough exercises to students in order to make sure that they know how to apply definitions, formulae and concepts in answering questions.

(d) Teachers should encourage students to read more relevant geography books, journals and pamphlets so as to improve their knowledge in Geography topics.

(e) Students and teachers should be encouraged to use English so as to improve their language skills. This can be done through various ways, including practicing to speak English inside and outside the classrooms, during their group discussions, and introduction of essay writing competitions in schools.

Appendix

Summary of the Students' Performance in each Question

S/N	Topic	Question Number	Percentage of Students Who Scored 30 percent and above	Remarks
1.	Water management for Economic Development, Sustainable use of forest, Climate, Map work, Weather, The solar system, Major Features of the Earth's Surface	3	98.05	Good
2.	The solar system.	2	74.1	Good
3.	The solar system, Major Features of the earth's surface, climate, agriculture, Map work, Manufacturing industry,	1	66.67	Good
4.	Solar System, Manufacturing Industry, Map Work, The Major Features of the Earth's Surface,	4	66.52	Good
5.	Agriculture	10	48.11	Average
6.	Tourism	7	45.33	Average
7.	Transport and Communication	9	43.28	Average
8.	Sustainable Mining	8	39.59	Average
9.	Major Features of the Earth's, Surafce, The Solar System	5	27.1	Poor
10.	Map Work	6	25.85	Poor