THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2023

GEOGRAPHY

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FOREWORD

After every examination circle, The National Examinations Council of Tanzania (NECTA) issues Reports on Candidates' Item Response Analysis (CIRA). This report analyses the responses of the candidates who sat for the Geography examination in the Diploma in Secondary Education Examination (DSEE) in 2023. The objective of this report is to provide feedback to stakeholders in education. The report could also be a reflection of the extent to which the instructional goals and objectives were achieved.

The DSEE may be one of the tools for evaluating the effectiveness and efficiency of the education system at this level. It is also a good indicator of how best the instruction was effective. The report presents the factors for good, average and poor performance in individual questions and in each topic. The analysis showed that the factors for good performance were: ability to understand the requirements of the questions, mastery of the contents, having well-developed writing skills and mastery of the English language which is used as a language of instruction at diploma level. It was also found that the major factors for poor performance were misinterpretation of the questions, underdeveloped essay writing skills, insufficient knowledge of the assessed content and the candidates' inability to express themselves clearly in the English language. It is hoped that the obstacles identified will be dealt with during the teaching and learning processes.

NECTA believes that, the report will be helpful to both future candidates and tutors in improving the quality of teaching and learning so as to improve candidates' performance.

Finally, NECTA wishes to express its sincere gratitude to all Examinations Officers and stakeholders for their valuable contributions in the preparation of this report.

Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is an evaluation of the performance of the candidates who sat for the Geography examination in the Diploma in Secondary Education Examination (DSEE) in 2023. The Geography examination was comprised of 14 questions, which were spread in two sections: A and B. All the questions in the two sections were compulsory.

The report analyses the candidates' performance in each question by showing the requirements of the question and the strength and weaknesses of their responses. Samples of the candidates' responses are used to illustrate their performance. The analysis classifies the performance into poor, average and good on the basis of the percentage correctness in relation to the total marks allotted to each question. The percentages ranges in each category are 0–39, 40–69 and 70–100. The figures are presented in colours so that they reflect the three categories of performances. Good performance is represented by the green colour, average by the yellow colour and poor by the red colour.

The overall performance in the 2023 Geography examination was good, since 403 (99.03%) out of the 411 candidates who sat the examination passed. In comparison with the 2022 performance, there is no significant difference because the 2023 performance is better only by 0.1 percent.

It is expected that the report will be useful to all education stakeholders but particularly to tutors and student-teachers for improving the teaching and learning of the Geography subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCES IN EACH QUESTION

2.1 SECTION A: SHORT-ANSWER ITEMS

The section comprised of 10 compulsory questions based on academic and pedagogical component of the syllabus. The candidates were required to respond briefly to the questions. In this section, each item carried four marks; thus, the section carried a total of 40 marks. For the purposes of analysis, the candidates' performance in each question is categorised as good, average or poor depending on the scores they attained. The range of scores for the above categories is 3–4, 2–2.5 and 0–1.5 respectively. A total of 411 candidates sat for the Geography

examination. Hence, the percentages in each question are based on this number.

2.1.1 Question 1: Human Occupations and Economic Development

The question required the candidates to support the statement that "the success of agricultural activities in the equatorial region depends on the presence of soil water throughout the year". The question assessed candidates' ability to analyse the role of soil water in supporting agriculture in the region.

The candidates' general performance in this question was average, since 51.34 percent of the candidates got 2 to 4 marks. Out of these candidates, 9.98 percent had average performance (2.0–2.5) and 41.36 percent had good performance (3–4 marks). The remaining 48.66 percent had poor performance scores ranging from 0 to 1.5. Figure 1 shows the percentage of candidates in each category.
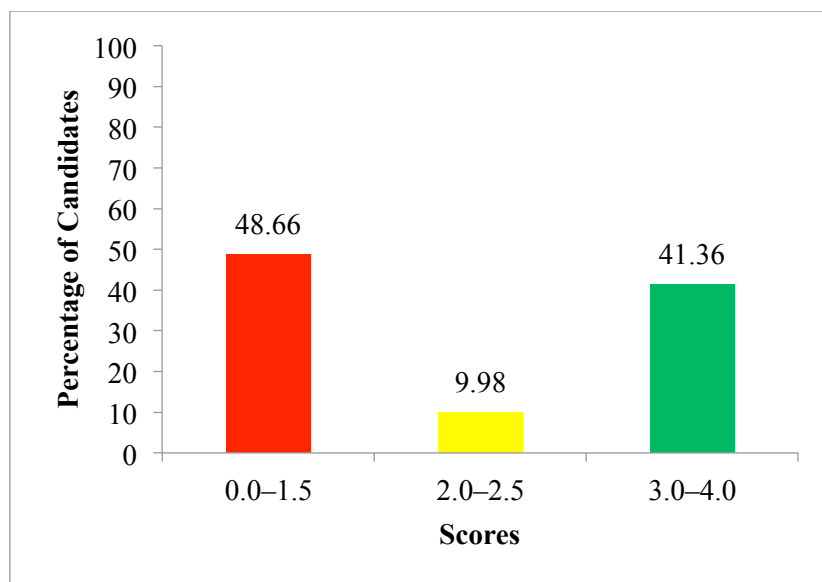

Figure 1: *Percentages of candidates in each performance category for question 1.*

A further review of the candidates' responses revealed that the following functions of soil water was more frequently presented: *it helps germination of seeds, facilitates soil decomposition, regulates temperature in the soil, helps in transportation of nutrients in plants, helps micro-organism to facilitate decomposition and formation of humus*. These responses indicate that the candidates had sufficient knowledge of the role of soil water in supporting agricultural activities. Extract 1.1 is a example of a correct response that one of the candidates provided,

i/ soil water help to regulate the Temperature in the soil

ii/ soil water help during the photosysis because are so essiattial of photosynthesis

iii/ soil water help to Transfer nutrients from the roots up to the other part of the plant

iv/ soil water help in decomposition and composition also during Humification water are so essential

Extract 1.1: An example of a correct response to question 1.

In extract 1.1 despite the grammatical mistakes made, the candidate explained correctly the role of soil water in supporting agricultural activities.

Moreover, 9.98 percent of the candidates had average performance. This implies that they had moderate knowledge of the role of soil water in supporting agricultural activities. These candidates provided a few correct points. Others in this category

did not exhaust the points required by the question. Hence, they got average marks.

By contrast, 48.66 percent of the candidates responded to the question incorrectly. For example, one of the candidates provided the following response *time, climate, topography/relief and parent rock.* In this response, the candidate outlined the factors for soil formation, instead of explaining the role of soil water in supporting agricultural activities. Other candidates provided the functions of agricultural activities including: *promote availability of foods, provide development of market, development of industries and improvement of infrastructure.*

Other candidates wrote factors for the development of agricultural activities, such as: *availability of capital, skilled labour, improved transport and communication, and development of science and technology.* These responses show that some of the candidates misunderstood the question; Extract 1.2 is an illustration of the incorrect responses in question 1.

Extract 1.2: An example of an incorrect response to question 1.

The candidate wrote the characteristics of equatorial climate, instead of explaining the role of soil water in supporting agricultural activities.

2.1.2   Question 2: Geomorphic Process

The question required the candidates to support by giving examples, the statement that "different landforms seen today are chiefly a result of two geomorphic processes". The candidates were expected to explain endogenic and exogenic processes, which are responsible for the formation of different landforms. The candidates' general performance in this question was average. The data show that 35.52 percent of the candidates had poor performance (0–1.5 marks), 23.36 percent had average performance (2.0–2.5 marks) and 41.12 percent had good performance (3–4 marks) as illustrated in Figure 2.
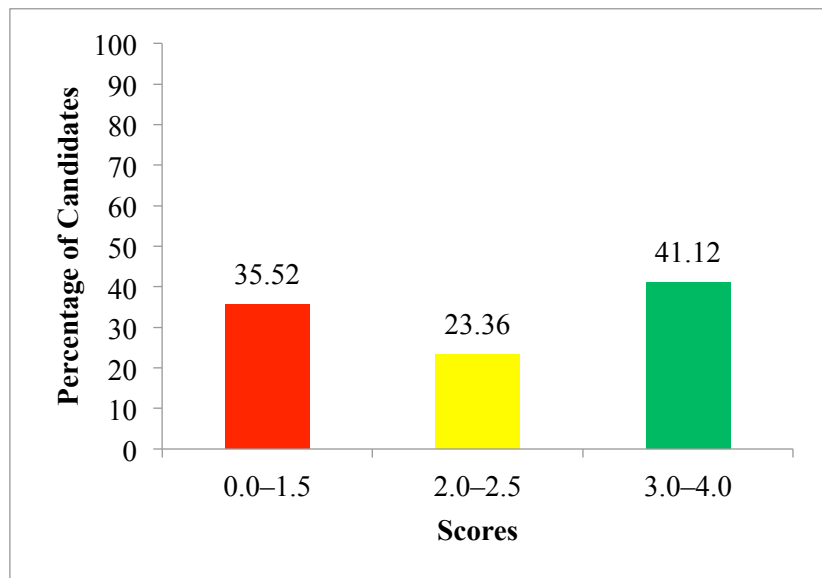

Figure 2: *Percentages of candidates in each performance category for question 2.*

The candidates who had good scores (3 to 4 marks) mentioned endogenic and exogenic processes. The candidates explained that;

endogenic geomorphic processes are forces which occur within the earth's crust, such earthquakes and volcanism while exogenic geomorphic processes occur on the earth's crust, which are observable such as denudation, transportation and deposition of eroded materials by agents such as moving water, moving wind and moving ice.

The candidates' correct responses indicated that, the candidates understood the question and had sufficient knowledge of the internal and externa geomorphic processes that lead to the formation of different kinds of landforms. Extract 2.1 is an example of a correct response from one of the candidates.

Extract 2.1: An example of a correct response to question 2

In Extract 2.1 the candidate has explained correctly the two geomorphic processes and cited relevant examples of the possible resulting features.

The candidates who had average performance (2 to 2.5 marks) described endogenic geomorphic processes and exogenic geomorphic processes but did not provide vivid examples,

others gave examples relating to processes of the same nature by treating them as if they were different geomorphic processes.

However, the candidates who had poor performance (0 to 1.5 marks) lacked knowledge on the two geomorphic processes. They were not proficient in the English language either. For example, one candidate wrote about historical information, most probably the candidate was distracted by the word "chiefly." which was included in the stem of the question. The candidate wrote the following responses: *how the land was observed during the chief for example Isimila, the education provides was provided before the chief the aspects that are practiced have been provided by chief, the traditional are provided by chief.* These responses were not related to the two geomorphic processes.

Another weakness noted was misinterpretation of the question by some of the candidates. For example, instead of explaining how the two processes occurs leading to the formation of different landforms, they explained the economic importance of different landforms. Extract 2.2 is an illustration of the incorrect responses provided by one of the candidates.

Extract 2.2: An example of an incorrect response to question 2

As shown in Extract 2.2, the candidate explained the economic importance of different landforms resulting from geomorphic processes instead of explaining how the two geomorphic processes contribute to the formation of different kinds of landforms.

2.1.3 Question 3: Weather and Climate

In this question, the candidates were required to substantiate, by giving four points the statement that "world climates differ based on the latitude they are located in." In attempting this question, the candidates were required to have knowledge of how world climates differ in relation to the relevant latitudes. This question was one of the poorly done as 94.89 percent of the candidates scored 0–1.5 marks out of the four marks which had been allotted to the question. The data showed that, 4.87 percent of the candidates had average performance of 2–2.5 marks and that only 0.24 percent had good performance (3–4 marks) as shown in figure 3.
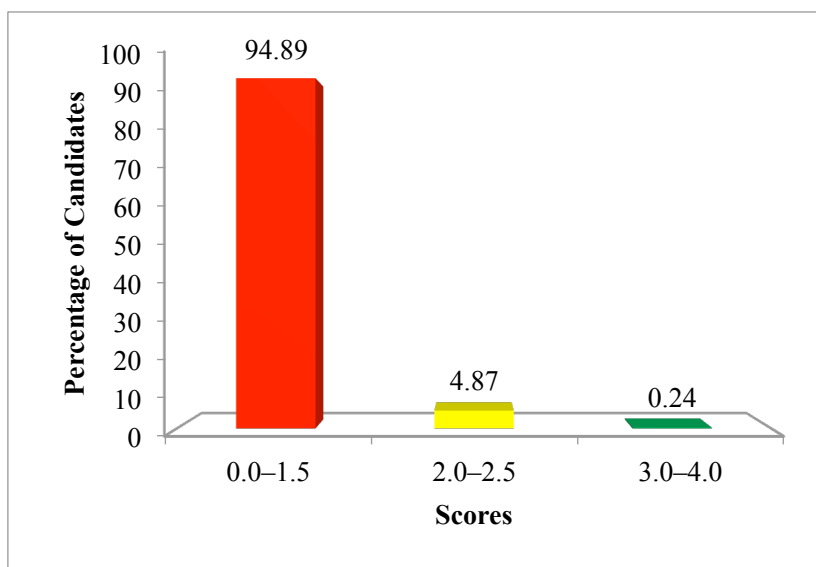

Figure 3: *Percentages of candidates in each performance category for question 3*

The review of the candidates' responses revealed that the main reason for the candidates' poor performance was inadequate knowledge of world climates. Their inadequate knowledge made some of them leave the question unanswered and other candidates provided incorrect responses. It was also found that other candidates explained the impact of temperature and human activities on climatic conditions, for example they wrote: *world climate differs due to temperature difference, world climate differs due to difference human activities practiced in the area and world climate differ due to difference in sea level.*

Other candidates explained the role of the elements of weather such as *temperature, humidity, pressure* and *precipitation.* Yet other, candidates wrote: *altitude, relief, ocean current* and *temperature.* These responses were not related to the effect of latitude on climate. Extract 3.1 is an example of an incorrect response from one of the candidates.
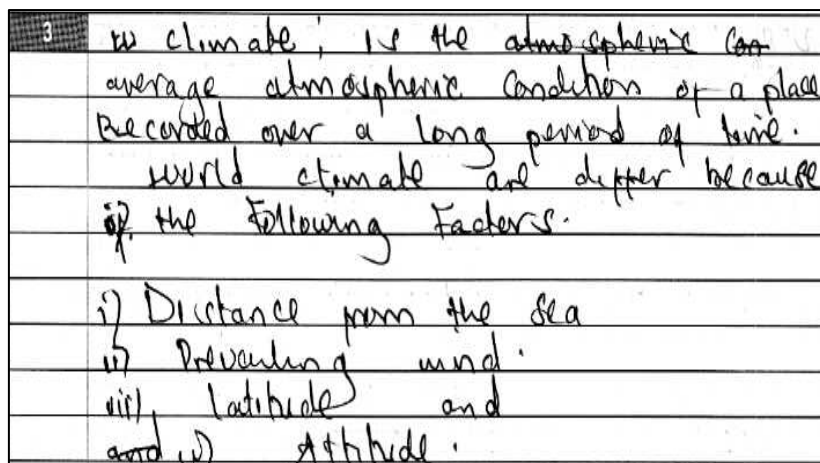
Extract 3.1: An example of an incorrect response to question 3

In Extract 3.1, the candidate explained the factors that affect the climate of a place instead of explaining how latitude causes differences in climate.

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Analysis of the candidates with average performance indicates that the candidates had a partial understanding of how world climates differ in relation to the relevant latitudes. Most of them repeated the points and expressed them in different words as if they were different points. Others presented a mixture of correct and incorrect responses that made them to attain average performance.

Despite the candidates general poor performance in this question, 0.24 percent of the candidates had good performance. The candidates identified different kinds of climates based on latitudes. However, the candidates generally had one weakness. While they identified the general characteristics of each of the climates and the latitudes they are found in, they could not explain clearly the reason for the differences. They were expected to show that the differences in climate are chiefly due to differences in the distribution of temperature, which decreases as one moves away from the equator. Extract 3.2 is an example of correct responses that a candidate provided.

Extract 3.2: An example of a correct response to question 3

As shown in Extract 3.2, the candidate correctly identified four kinds of climates. However, the candidates did not give the reason for the differences, the differences in the intensity of heat which occurs because of the differences in latitude from the equator. This, however, did not affect the candidates' performance.

2.1.4 Question 4: Human Ooccupations and Economic Development

In this question, the candidates were required to suggest solutions to the negative impact of the tourism industry in Tanzania. The general performance in this question was average because the majority of candidates (56.45 percent) scored 2 to 4 marks. Out of these, 46.23 percent had average marks (2.0–2.5 marks) while 10.22 scored good marks (3–4) out of the four marks allotted to the question. The remaining 43.55 percent had poor performance of 0– 1.5 marks. Figure 4 illustrates further the percentages of the candidates in each category.
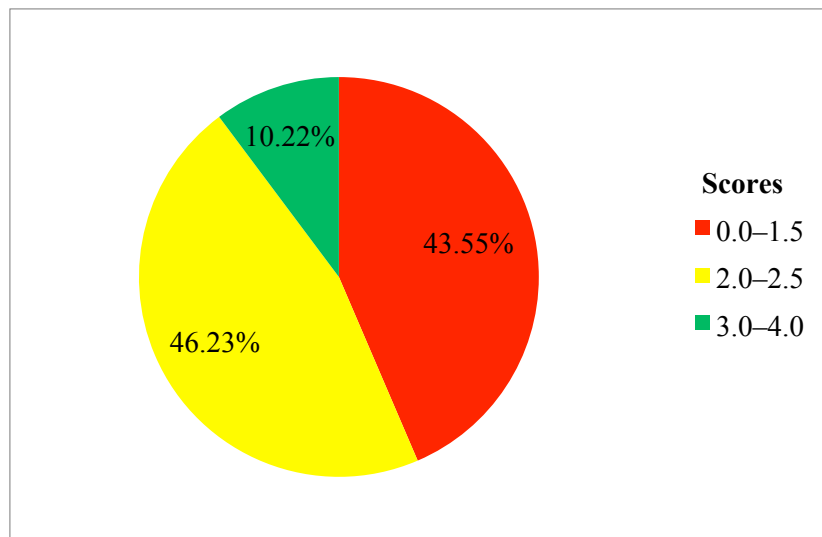
Figure 4: *Percentages of candidates in each performance category for question 4*

Most of the candidates who performed poorly in this question did not understand the question. Instead of giving solutions to

the negative effects of the tourism industry in Tanzania, the majority talked about the role of the industry. The majority of them gave points like: *provide employment opportunity, provide foreign currency, leads to improvement of transport and communication, improve the living standard of the people and stimulate the development of other sectors in the economy*. These responses show that the candidates did not understand the question.

Other candidate mentioned factors for the development of tourism in Tanzania such as: *formulation of good policy, improvement of transport and communication, improvement of good hotels and improvement of security*. These responses indicate that the candidates misunderstood the question. Extract 4.1 shows an example of an incorrect response from one of the candidates.

Extract 4.1: An example of an incorrect response to question 4.

As shown in Extract 4.1 the candidate explained the impact of the tourism industry on Tanzania instead of providing solutions

to the negative effect of the tourism industry on Tanzania. The candidate also misspelt some of the words.

By contrast, the candidates with average performance provided clearly at least two out of the four points required. This enabled them to score two marks out of the four marks. It is clear that the candidates in this category understood the question but could not provide all four points.

Despite average performance by 46.23 percent of the candidates, 10.22 percent provided solutions which can be used to deal with the negative effects of the tourism industry. The candidates provided solutions such as:

Development of eco-tourism which leads to environmental conservation, involve tourist coming to Tanzania in environmental conservation, construction of more attraction site in order to avoid tourist congestion, preserving their culture and avoid imitating new culture. These responses indicate that the candidates understood the question and had adequate knowledge of the subject matter. Extract 4.2 shows an example of a good response from one of the candidates.

Extract 4:2: An example of good response to question 4.

In extract 4.2, the candiate provided solutions to the negative effects of tourism industry.

2.1.5   Question 5: Geography Discipline

In this question, the candidates were required to oppose the statement that, "studying Geography is irrelevant." The analysed data show that the candidates' performance in this question was good as the majority of them (69.10%) had good performance (3–4 marks). The data also show that 17.76 percent of the candidates had average performance (2.0–2.5 marks) and that 13.14 percent had poor performance (0–2.5 marks), as indicated in Figure 5.
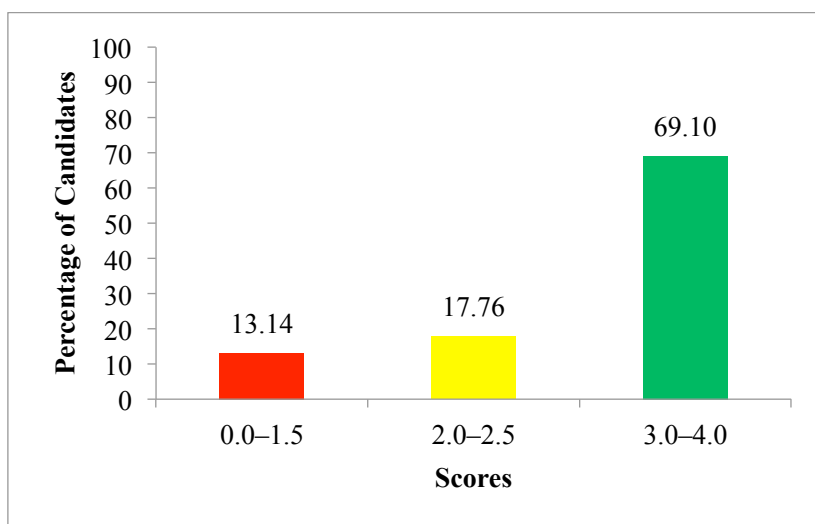
Figure 5: *Percentages of candidates in each performance category for question 5*

The candidates with good performance opposed the statement by explaining the relevancy of studying Geography. The candidates explained things such: *Studying geography enables people to face various problems like floods, earthquakes, gives knowledge on how to manage our environment, helps to know various natural resources, geography helps the agriculturalists to the nature of the soil and climate and crops grown in that area.* These responses indicated that, the candidates not only

know the importance of studying the subject but also understood the question as shown in Extract 5.1

Extract 5.1: An example of a correct response to question 5.

As shown in Extract 5.1, the candidate explained correctly the importance of studying Geography.

On the contrary, 18.20 percent of the candidates with average performance had partial knowledge of the subject matter. The majority of the candidates in this category repeated the same points and presented them as if they were different points. Others gave a mixture of correct and incorrect responses, which caused them to attain average performance.

Analysis of the candidates' responses with poor performance shows that, the major reason for this performance is misinterpretation of the question. For example, in responding to this question, one candidate wrote: *it led to environmental degradation, causes pollution, causes soil erosion and overgrazing.* Another candidate wrote: *disturbance of*

ecosystem, rise and fall of the sea level, eruption of diseases such as skin cancer, migration of people. Extract 5.2 shows an example of an incorrect response from one of the candidate.

Extract 5.2: An example of incorrect response to question 5.

As shown in extract 5.2 the candidate opposed the importance of studying Geography. This was most likely caused by the lack of mastery of the English language.

2.1.6 Question 6: Pprinciples of Teaching and Learning Geography

In this question, the candidates were required to elaborate on the benefits of classroom observation as an assessment strategy in Geography. The data show that the performance in this question was poor as the majority (61.56%) had poor performance (0–1.5 marks). Furthermore, analysis of the data shows that 18.25 percent of the candidates had average performance (2.0–2.5 marks) and that 20.19 percent had good performance (3–4 marks). Figure 6 illustrates more the percentages of candidates in each performance category.

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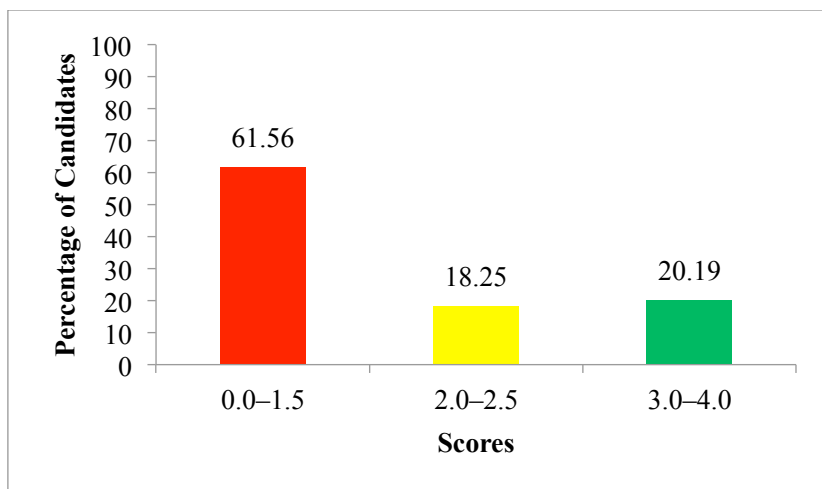
Figure 6: *Percentages of candidates in each category of performance in question 6*

The candidates with poor performance had limited knowledge of observation as an assessment technique. The candidates in this category concentrated more on the benefit of the inquiry technique than on the benefits of observation as assessment technique. For example, in responding to the question, one of the candidates wrote:

It leads to classroom interaction between teacher and learners, it leads to classroom attention with the subject, it increase memorization among learners and helps to avoid boredom in the classroom Another *wrote it create long term memory to learners, it create motivation to learners, it refreshes or entertains the learners* and *develops thinking capacity*. These kinds of response show that the candidates misunderstood the question. Extract 6.1 shows an incorrect response.

Extract: 6.1: An example of an incorrect response to question 6

As shown in Extract 6.1, the candidate explained the benefit of enquiry in teaching and studying Geography instead of explaining the benefits of the observation technique.

The candidates with good performance understood the question. The majority of the candidates in this category explained correctly four benefits of observation as an assessment technique. For example, one candidate wrote: *Observation provides real information, avoid bias, it saves time if used effectively, it is very cheap.* Another candidate wrote: *Observation enables to observe behaviour of each student, helps the teacher to know the learning difficult to his/her students during teaching and learning, also enables the teacher to know and predict different methods to the students with special needs.* These responses indicate that the candidates understood the question and had adequate knowledge of the benefit of observation as an assessment technique. Extract 6.2 is an example of a good response from one of the candidate.

Extract 6.2: An example of a good response to question 6.

Extract 6.1 shows that the candidate elaborated the correct benefits of classroom observation technique.

Further analysis indicate that 18.20 percent of the candidates had average performance (2.0-2.5 marks). This performance was attributed to the candidates' insufficient knowledge of observation and as an assessment technique. Most of the candidates in this category provided few correct responses.

2.1.7   Question 7: Energy Resources

The question was about the following scenario: An expert in environmental conservation visited Kagororo village. In his speech to the villagers he noted that "the overuse of fuel wood by the villagers is like digging their own graves." The candidates were required to support what the expert said using four points. Specifically, the candidates were required to explain the consequences of overuse of fuel wood. The analysed data show that 49.10 percent of the candidates had average performance (2–2.5 marks); 32.1 percent had poor performance (0–1.5 marks) and 18.70 percent had good performance (3–4 marks) as illustrated in Figure 7.
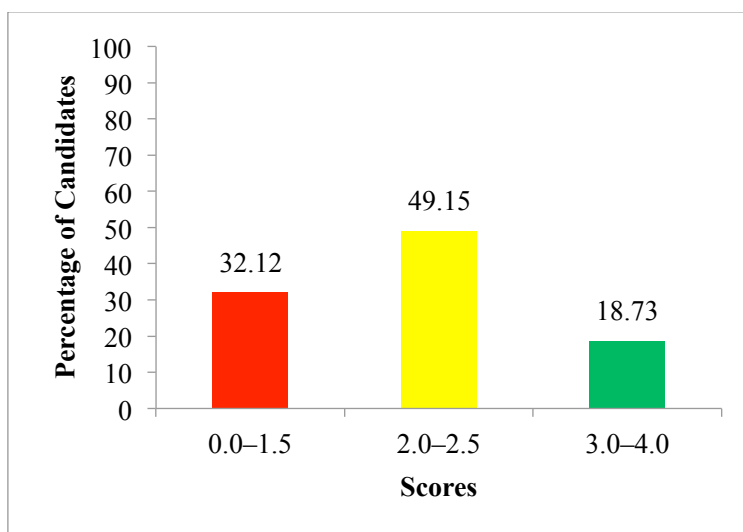
Figure 7: *Percentages of candidates in each performance category for question 7.*

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Review of the responses given by candidates with average performance revealed that the main reason for this performance was the candidates' inadequate knowledge of the subject matter. The candidates provided only a few correct responses. Others identified the consequences of overuse of fuel wood but did not connect with the effects the villagers would suffer from such behaviour.

Similarly, the review of some of the responses of candidates with weak scores revealed that, the candidates misunderstood the question. For example, one candidate wrote: *over use of fuelwood provide employment, very cheap to use, help machine to work, help people to improve the living standard*. The candidate argued in support of overuse of fuel wood instead of presenting the consequences of such overuse. Other candidates in this category wrote the characteristics of fuel wood such as, *fuel wood is less expensive, fuel wood can produce pollution, easy and affordable and fuel wood does not need skills*. Yet a candidate explained possible ways of avoiding overuse of fuel wood contrary to the requirement of the question. The candidate wrote: *through encouraging others on the uses of alternative source of energy like solar power and gas, educating the community about the impact of overuse of fuel power, establishment and enforcement of law and formulating suitable and workable policy on the over use of fuel wood*. Extract 7.1 illustrates this further.

Extract 7.1: An example of an incorrect response to *question 7*

As shown in extract 7.1 the candidate provided the way to minimise overuse of fuel wood instead of explaining the consequences of overuse of fuel wood.

Although the majority of candidates had average and weak performance, 18.70 percent of the candidates had good performance. The responses of the candidates in this category show that the candidates understood the question and were knowledgeable about the subject matter. For example, in responding to the question one wrote: *overuse of fuel wood lead to deforestation, air pollution, loss of biodiversity and increasing of global warming.* Another candidate wrote: *overuse of fuelwood can lead to climatic change like increasing of temperature on the earth surface, formation of desert because of clearing of vegetation cover and loss of biodiversity.* These responses indicate that the candidates understood the question and had adequate knowledge of consequences of overuse of fuelwood. Extract 7.2 an example of a correct response from one of the candidates.

7	It is true that " the overuse of fuel wood by the villagers is like digging their own grave due to the following negative impact of use fuel wood ;
	√ Drought.
	The use of fuel wood cause drought through deforestation
	ii/ Global warming:
	Global warming lead to the increase of temperature as the resulting of deforestation for the purpose of fuel wood.
	iii/ Loss of biodiversity: through the cutting down trees;
	iy). Air pollution, due to the burning of trees;
	v) soil erosion, due to the deforestation which caused by cutting trees for fuel wood.

Extract 7. 2: An example of a correct response to question 7

As shown in extract 7.1 the candidate explained correctly the consequences of overuse of fuel wood.

2.1.8 Question 8: Preparation for Teaching and Learning Geography.

The question required the candidates to present four key preparations that precede the actual teaching. The analysed data show that the candidates' performance in this question was average. The data show that, 56.70 percent of the candidates had poor performance (0–1.5 marks), 25.30 percent had average performance (2.0–2.5 marks) and 18.00 percent had good performance (3–4 marks). Figure 8 illustrates further the percentage of candidates in each category.

Figure 8: *Percentages of candidates in each performance category for question 8*

The review of the responses of the candidates who got low marks reveals that most of the candidates had insufficient knowledge of the subject matter. The majority of them were unaware of the key preparations preceding the actual teaching.

Some of the candidates provided incorrect answers such as: *to develop confidence before actual teaching, make practice for what planned to teach, prepare specific objectives which can be achieved and successfully for a certain time, to prepare content which is relevant to learners so as to understand well*. Other candidates wrote: *greeting the students, introduce the topic, start elaboration the topic and make conclusion.* Yet others, candidates wrote: *define the term Geography, list branches of Geography, importance of Geography and relate Geography with other subject.* Others wrote, *preparation of the topic, prepare task given to the students, to ask permission to the head of school to teach single lesson and time availability to be prepared for teaching.* Yet others wrote: *select subject matter, make assessment, make reflection and make conclusion.* Other wrote: *introduction, main body, reference and conclusion.*

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These responses indicate that the candidate misunderstood the question as Extract 8.1 illustrate.

	key preparation before The actual teaching.
i/	Age of the learner
ii/	The Intelligence of the learner (Cognitive abi lity).
iii/	The nature of the learner.
iv)	The size of the class and

Extract 8:1: An example of an incorrect response for question 8

As shown in extract 8.1candidade explained the factors to consider when one is selecting the teaching methods or technique instead explaining the key factors to consider prior to the actual teaching.

Analysis of the responses of the candidates with average performance indicated that the candidates had a partial understanding of the key factors. Only a few were correct.

Review of the responses of the candidates with good performance shows that the candidate understood the question and that they had sufficient knowledge. Such candidates explained correctly the key preparations in question. For example, they wrote: *preparation of scheme of work, preparation of lesson plan, preparation of lesson notes and preparation of teaching and learning aids*. Extract 8.2 shows an example of a correct response from one of the candidates.

Actual preparation for teaching are
i) scheme of work: should have
a scheme that will help during teaching and
Learning process

(ii) lesson plan: A teacher should
have a lesson plan which will enable to teach
In systematic way

(iii) should prepare a lesson lesson notes
that will help to be squenced In teaching

(iv) should prepare teaching and learning
materials that used to facilitate teaching and
Learning process.

Extract 8. 2: An example of a correct response to question 8

As shown in extract 8.2, the candidate presented accurately the key preparations that a teacher needs to consider prior to teaching Geography.

2.1.9 Question 9: Map Reading and Photograph Interpretation.

This question required the candidates to differentiate ground photographs from vertical photographs. In responding to the question, the candidates were expected to identify the major characteristics of each type of photograph so that they could explain the differences. The candidates' general performance was poor. Most of the candidates found the question difficult. The data show that 88.32 percent of the candidates had poor performance (0–1.5 marks), 10.22 percent had average performance (2–2.5 marks) and 1.46 percent had good performance (3–4 marks). The performance of the candidates in each category is illustrated in Figure 9.

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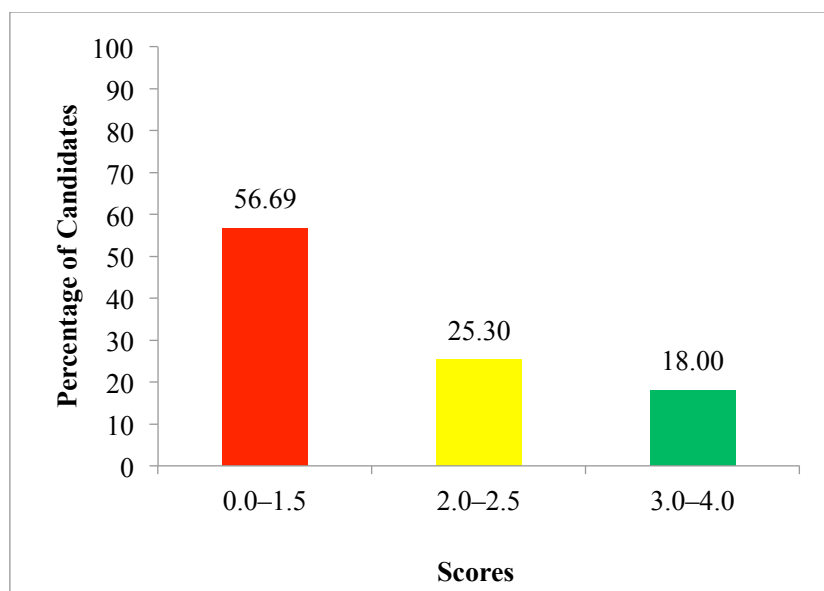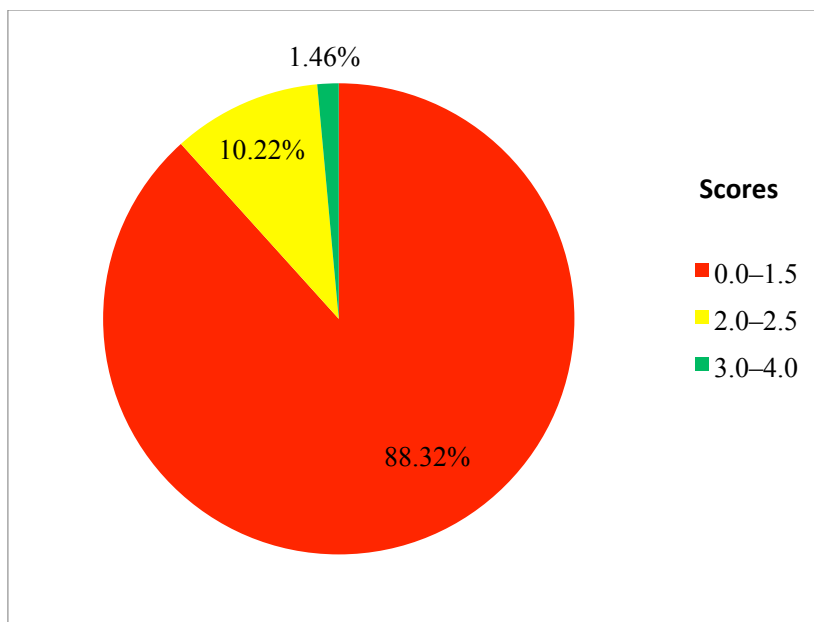**Figure 9:** *Percentages of candidates in each performance category for question 9*

The review of the responses of candidates with poor performance shows that, most of the candidates in this category attempted to describe the characteristics of photographs rather than describing their differences. For example, one of the candidates wrote: *It shows things clearly, it shows the fore, middle and background, it is very cheap to produce needs low technology to produce.* Another candidate wrote about the consideration to be taken when one is using a photograph as a teaching resource. The candidate wrote: *availability of resources, nature of the content, to use local materials, age of the learners*. These responses indicate that, the candidates misinterpreted the question. They also imply that the candidates lacked adequate knowledge of photographs. Extract 9.1 is an example of an incorrect response from one of the candidates.

Extract 9.1: An example of an incorrect response to question 9

In extract 9.1, the candidate explained the techniques of taking a photograph instead of the criteria used in differentiating ground photographs from vertical photographs.

Further review of the candidates' responses shows that the major weakness in the responses of the candidates with average performance was mixing some of the differences with the strengths of photographs. Others candidates explained the techniques of photographs interpretation, instead of differentiating the two types of photographs.

The candidates with good performance correctly differentiated the vertical photographs from horizontal photographs by considering criteria, such as: *manner in which the photographs taken, nature of the resulting photographs, size of objects on the photographs, size of the photography area* and *nature of the general view*. Extract 9.2 is an example of a correct response from one of the candidates.

9 (a) Ground photography it covers the small areas while Vertical photography It cover the larger area in the production

(b) Ground photography It shows the clearly the real object while Vertical photography the objects are not seen well because it is taken by the Aeroplane by 90°.

(c) Ground photography It shows the horizons and can not produce the map While Vertical photography It does not show horizons and are easy to make the maps.

(d) Ground photography It is taken in 180° while Vertical photography it is taken in the 90°

Extract 9.2: An example of a correct response to question 9

In extract 9.2, the candidate explained correctly the differences between ground photograph and vertical photographs despite the grammatical mistakes the candidate made.

2.1.10 Question 10: Survey.

In this question, the candidates were required to assist the teacher in fulfilling his/her intention of understanding geodetic surveying, topographic surveying, engineering surveying, and cadastral surveying. Basically, the candidates were expected to write the major features of each branch of survey. The analysed data show that the question was one of the difficult questions to most of the candidates. The majority of the candidates (88.81%f) had poor performance (0–1.5 marks), 8.52 percent had average performance (2.0–2.5 marks) and 2.68 percent had good performance (3–4 marks) as illustrated in Figure 10.
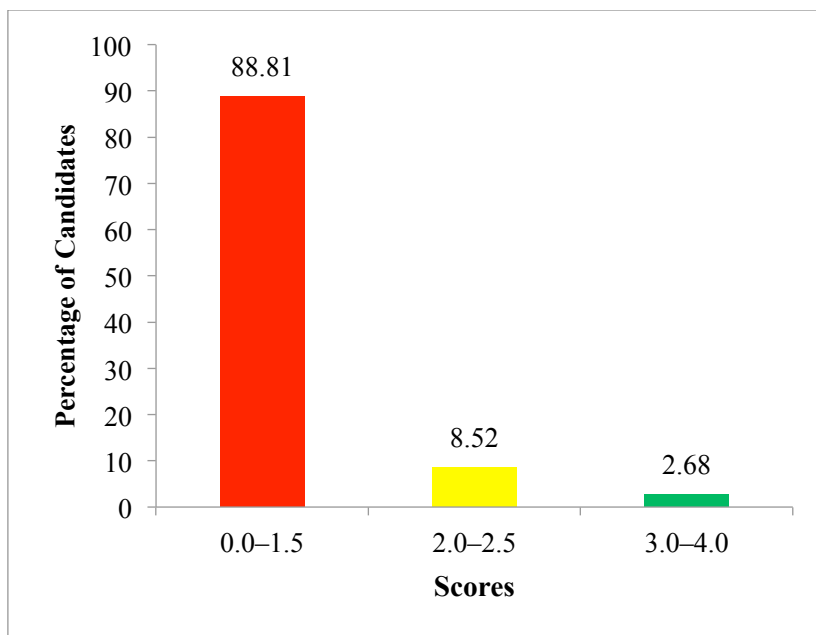
Figure 10: *Percentages of candidates in each performance category for question 10.*

The candidates who performed poorly had insufficient knowledge on the relevant concepts. Similarly, the responses of some of the candidates indicate that the candidates misinterpreted the question. For example, one candidate wrote: *help to determine the angle on the ground, help to determine height on the ground, help to determine area of plot in the ground,* and *help to determine distance on the point of the map.* These responses indicate that the candidate was trying to explain the functions of survey, instead of explaining what these branches of survey are. Other candidates presented teaching and learning techniques such as: *the use of teaching aids, storytelling, the use of prior knowledge, doing project work, having field trip for learning, encourage library search* and *doing practical work.* This misinterpretation of the question generally caused most of the candidates to perform poorly. Extract 10.2 is an example of an incorrect response from one of the candidates.

10	(i)	Providing different instruments to be used in both surveying.
	(ii)	To determine and define the purpose of conducting surveying.
	(iii)	providing capital that help to facilitate the process
	(iv)	Participating different practical activities by learners on how to learn Survey.

Extract 10.2: An example of incorrect response to question 10

Extract 10.2 shows that the candidate explained procedures for conducting a survey, instead of explaining the branches of survey

The analysis of the responses of candidates with average performance reveals that the main reason for this average performance is that the candidates had moderate knowledge of the branches of survey. The candidates provided at least two of the concepts correctly and gave unclear explanation about the concepts.

The candidates with good performance explained the four branches of survey sufficiently. For example, one of the candidates responded by writing the following: *Geodetic survey is a branch of survey which deals with the study of the earth coverture; topographic survey is a branch of survey which deals with the study of physical features and manmade features; engineering survey this is a branch of survey which deals with the study of construction, for example building and road, while cadestral survey is a branch of survey which deals with the study of measurement of boundaries such as district, villages.*

Extract 10.2 shows a correct response from one of the candidates.

10	Geodetic survey, This is the branch of survey which deals with the study of earth curvature.
	ii) Topographic survey, This is the branch of survey which deals with the study of both physical features and man made features such as hills, mountain, buildings, crops
	iii) engineering survey, This is the branch of survey which deals with the study of construction purposes example building of houses, construction of roads.
	iv) cadastral survey, This is the branch of survey which deals with the study of politicap boundaries.

Extract. 10:2: An example of a correct response to question 10.

As shown in extract 10.2 the candidate explained correctly the four branches of survey.

2.2 SECTION B: ESSAY QUESTIONS

This section comprised of four essay questions based on the academic and pedagogical components of the syllabus. Each question in this section carried 15 marks; therefore, the section carried a total of 60 marks.

2.2.1 Question 11: Physical Resources

In this question, the candidates were required to provide five points to support the following statement: "Although the African continent has great potentials for hydroelectric power production, the exploitation of such potentials to the maximum is still a challenge."

The analysed data show that the candidates' general performance in this question was good. As shown in figure 11, the candidates' performance is skewed towards higher marks. The figure shows that 60.10 percent of the candidates had good performance (10.5–15 marks). The data also show 34.79 percent of the candidates with average performance (6.0–10 marks) and that fewer candidates (5.11%) had poor performance (0–5.5 marks). Further illustration is provided in Figure 11.
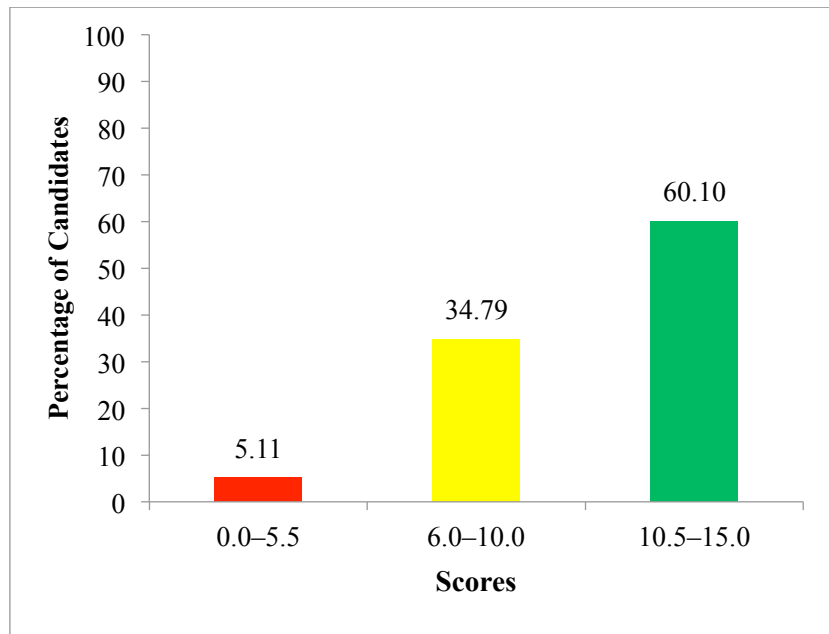
Figure 11: *Percentages of candidates in each performance category for question 11*

The responses of the candidates who had good performance (10.5-15 marks) were reviewed to determine their strengths. The findings indicate that the candidates were aware of the challenges hindering the exploitation of the potential of hydroelectric power. The candidates had good writing skills and had enough knowledge and understood the question. In responding to the question, they provided the following points: *Lack of capital/funds, shortage of skilled labour, season fluctuation in volume of rivers, climate change and poor local*

market for electric power due to low industrialization. Extract 11.1 is an example of a correct response from one of the candidates.

> 11 Hydroelectic power; this refers to the electricity power generated from the water fatl in the steepness of the area; Hydroelectric Power are used in domestic purpose and industry purpose and Hydroelectric power is so important in the development of industries. The following below are the challenge facing the exploitation of Hydroelectic Power to the maximum.
>
> Lack of capital or fund, most of African countries have not enough fund for the establishment of Hydro electric power because this power need the high amount of money for establishment of this power forexample the constructing of Mwalimu Nyerere dam in Rufigi for Hydroelectic power has cost high amount of money which make for the Nation of Tanzania to get loans out side the African Continent.
>
> Shortage of skilled labour; the continent of Africa has not enough skilled labour which can be used to construct the dam and the steepness of the water so as the water-fall and to produce the Hydroelectic power most of people in Africa have not educated much; and most of educated people have not enough skilled for Hydroelectic power so people and countries of Afrai where depend much out side; forexample people from China, Earope and America.

Shortage of industries and Market; in Africa has not bigger industries or has no many industries which can need alot of electricity Power, many countries where based in Africature; So where will produce the more power where can be used so shortage of industries and Market make to the Continent to Fall to use the Potentials to the maximum because where ban be used.

Low Science and technology; in Africa, Continent; has low science and technology which lead to Fall to use the Potentials to maximum; also this is the other Point to the challege for hydroelectric Power. Science and technology is so important in the harvesting Hydroelectric Power, and Africa, as continent there are low science and technology.

Poor government support, most of African countries their government have not invest much in the hydroelect nz Power; where based in other sector So this is the other challenge; so the government should support enough so as to use our potentials effective.

Therefore, It is true that African Continent has Potential For Hydroelectric Power production, African Continent has faced with different Problem which make

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| 11 Cont. | the challege of exploitation of Hydroelectric Power production Such problem are Floods, drought, Earth quake, and season rainfall; So most of the countries where based in deal with the Problem like Flood drought and civir was where not concerning with Hydroelectric Power Production. |

Extract 11.1: An example of a correct response to question 11

As shown in Extract 11.1, despite making grammatical mistakes, the candidate pointed out correctly the challenges that most African countries face in exploiting the hydroelectric power potential.

The review of the responses of the candidates with average performance (6-10 marks) revealed that the candidates lacked adequate knowledge of the subject matter and essay writing skills. The majority did not introduce well their essays and their conclusions were not in tune with the points they gave. In addition, some of the candidates repeated some of points in different words. This resulted in their having average performance.

The responses of the candidates with poor performance (0-5.5 marks) were also reviewed to determine the reasons for such performance. The review showed that they misunderstood the question. For example, in responding to the question, one of the candidates provided the following points: *keep large number of animals, practice of human activities, and destruction of industries, destruction of properties and damage of agriculture activities.* Looking at the phrases which the candidate used, one could not establish the line of the candidate's argument. Others presented the importance of hydroelectric power station, for example: *provision of employment, helping the development*

industries, acting as sources of water supply and using the produced power for domestic purposes. These kinds of responses show that they misunderstood the question. Other candidates also provided incorrect responses, such as: reduce fishing industry, increases of different diseases, lead to destruction of our culture, lead to increase debt to African continent. Generally, the responses that the candidates provided, exhibited lack of knowledge of the subject matter. Extract 11.2 is an example of response from one of the candidates who had poor performance.

11 Cont.	
	It increase Cost to the government, since government will spend a lot of capital for development of hydro electric power production thus other activities will be denied, and the cost will be high.
	It may hinder transportation activities, ~~our~~ Exploitation of hydro-electric power production potential to a maximum may hinde
	r transportation activities like navigation system, as it limits areas for transport to take place
	It limits some other economic activities such as fishing and farming. Since maximum exploitation of it cause large depression, thus difficult to do ~~seat~~ such activities.
	Generally there are many reasons for the statement that ~~the~~ exploitation of hydroelectric power production potential to a maximum is still a challenge, but despite these challenges it's adavantageous to use it because it reduce environmental pollution, helps in development of other sect ion,

Extract: 11.2: An example of an incorrect response to question 11

As shown in extract 11.2 the candidate explained the impact of the exploitation of hydroelectric power, instead explaining the challenges facing the African continent in exploiting the potential of hydroelectric power.

2.2.2 Question: 12. Physical Resources

In this question, the candidates were required to comment on the contribution of river basins to economic development using the Kilombero river basin as an example. The candidates' general performance in this question was good. Data analysis shows that 99.27 percent of the candidates had good

performance (6.0–15 marks). Out of these candidates, 90.51 percent scored 10.5–15 marks and 8.76 percent had average performance (6-10 marks). It also shows that, only 0.27 percent of the candidates had poor performance (0–5.5 marks). Figure 12 illustrates the percentages of candidates in each performance category.
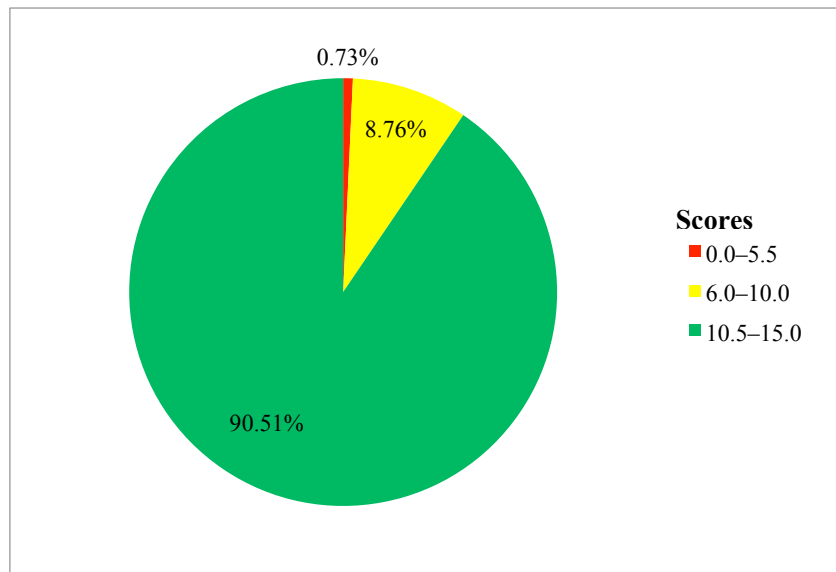
Figure 12: *Percentages of candidates in each performance category for question 12*

The candidates who got 10.5 to 15 marks provided responses relevant to the question. Furthermore, the candidates had adequate knowledge on the economic significance of river basins. The variation of their scores was result was caused by variation in the strength of the points they provided. For example, in responding to this question, one of the candidate in this category included points such as: *river basin acts as source of tourist attraction, provides employment opportunity, helps in generation of hydroelectric power, promotes fishing activities and enhances transport and communication.* Extract 12.1 is an example of a correct response from one of the candidates.

Basins are the elongated troughs which are used and supporting the different activities for example fishing and it can generate power. Mostly of river basins are play a great role in the economic development in Tanzania by using a Kilombelo basin. The following are the economic contribution to development in the country.

It increases employment opportunities to the people in Kilombelo area, The Kilombelo basin play a role as the place where people getting employment opportunities for example of the employment is in skilled labour and unskilled labour in For canesugar farmers Farm also in fishing activities people get employment.

It support acto agricultural activities. Kilombelo basin support agricultural activities through the people in that area are using the water from Kilombelo basin for making the irrigation For example for the Canesugararareagriculture) by using the Kilombelo basin people cultivate, and haversting the canosugar for other purpose.

Kilombelo basins support industrial activities or Sector through the using of water that are found in that area for making agricultural activities in order to getto get the raw materials which are used in the industries. For example the raw materials are sugar-Can which are the input in the industries and give the product as Sugar also water from basins can be used as the Lubricant so to cool the machinery.

It increases national incomes and living standard of people; Kilombelo basin pray a role for increasing living slandard of people and increase the national incomes through payment of Taxation

is the government for example for the people who are geting the employment their life are atleast can able to afford their basic need also people who establishing the industries like Kilombelo sugar cane industry they pay taxation to the government thus increase the national income.

Kilombelo basins enhances the Transport and communication and generating of hydroelectric power. through the Kilombelo basins it produce water transfer or can be used to generate the power which can be used in different sectors for example in industries using electricity to running the machines and it enhance the transport and communication through boats people move from one place to another all it contribute in constructing of roads and ships so as to facilitate a transport.

Generally the economic importance of basin are more but the above are few from the economic importance from the Kilombelo basin but there are challenges that facing the Kilombelo basin for example the pollution of water because People have not get education on how to protect and preserve that basins.

Extract 12.1: An example of a correct response to question 12

As shown in extract 12.1 the candidate talked about the contribution of river basins to economic development using the Kilombero river basin as an example.

The candidates' with average performance (6-10 marks) had a partial knowledge of the economic significance of river basin in Tanzania. Their responses had several weaknesses. For example, some of them provided partial explanations without citing any examples particularly in relation to the Kilombero river basin. Others provided a mixture of correct and incorrect points. Others provided fewer points than required. The degree of correctness, clarity and coherence of the responses differed among candidates. Thus, their scores also varied.

However, a few candidates (0.70%) got less than 6.0 marks. Such candidates had insufficient knowledge of the contribution of river basins to economic development and inadequate writing skills, and some of them did not understand the question. Extract 12.2 is an example of an incorrect response.

Extract 12.2: An example of an incorrect response in question 12.

As shown in extract 12.2, the candidate explained the potential of river basins by including incorrect responses such as the basins being the *source of timber* and *mineral deposi*ts.

2.2.3 Question 13: Preparation for Teaching and Learning Geography.

In this question, the candidates were required to support by giving five points the statement that "good lesson planning brings effectiveness to the teaching and learning processes." The analysed data show that, the candidates' general performance in this question was good. As illustrated in figure 13, the performance is skew towards higher scores. The data showed that 52.80 percent of the candidates had good performance (10.5–15 marks); 40.15 percent had average performance (6.0–10 marks) and 7.06 percent had poor performance (0–5.5 marks) as illustrated in figure 13.
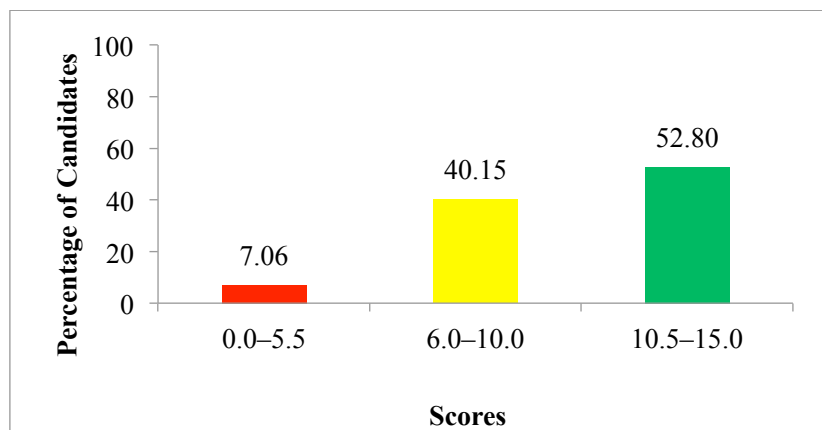
Figure 13: *Percentages of candidates in each performance category for question 13*

The responses of the candidates who had good performance (10.5-15 marks) indicated that the candidates had adequate knowledge of the importance of lesson planning to effective teaching. They also had sufficient writing skills which enabled them to organise their essays. They also understood the question. In responding to the question, most of the candidates

provided points such as: *Good lesson planning helps the teacher to provide an organized content, help in selection of good teaching and learning strategies, helps the teacher to develop appropriate teaching and learning activities* and *helps the teacher to make evaluation.* Extract 13.1 is an example of a good response from one of the candidates.

13

Lesson plan is the plan of action prepared by the teacher to guide him or her in teaching and learning process. It prepared before the teacher enter in the classroom inorder to direct him or her in teaching and learning process. Within the lesson plan there is a lesson development which comprise five stages which are Introduction, New knowledge, Reinforcement, Reflection and lastly conclusion which those stage aids the teacher to teach systematic. The following are benefit or importance of a good lesson planning

It reminds teacher in selection of suitable teaching and learning materials; Since the lesson plan indicates the teaching and learning materials which teacher will use to teach a certain topic or subtopic which will help to reinforce the knowledge to the learners so that through prepare the good lesson plan will make the effectiveness to the teaching and learning process through that reason.

' It enable a teacher to make evaluction during and after teaching and learning process; through the lesson plan indicates the assesment column which the teacher while teaching needed to asses his or her students if able to do such teacher activity instructed so that through that brings the effectivenes of teaching and learning process.

It help teacher in selection of good and suitable teaching and learning strategies; since in the lesson plan indicates the teaching and learning strategies which teacher will use during teaching and learning process where by those methods or strategies will aids to simpify the teaching and learning process for students makes a discussion or think pair share which will make the learner familiar to the learned content therefore for the good teacher must prepare a good lesson plan.

13 Cont.

It help teacher to manage the time during teaching and learning process; since the lesson plan indicates the time for each activity teacher needs to do for teaching such a content so that will ensure the effectiveness use of time and reached the objectives which teacher plan to reach so that good lesson planning is very essential through such reason.

It enable teacher not go off truck during teaching and learning process; since the lesson plan states the competence which the teacher needed to develop in that topic as well as general objective and specific objective so that teacher will teach in or within such boundary so that teacher can teach the required content for the learners and therefore ensures the effectiveness of the teaching and learning process.

Generally above are importance of preparing a good lesson plan which leads the effectiveness to the teaching and learning process so that for the teacher in order to reach those must prepare a good lesson plan failed to do that will not meets such benefits and hence the teaching and learning process will be ineffectiveness.

Extract 13.1: An example of a response of a correct response in question 13

The majority of the candidates who had average performance understood the question. However, they had insufficient knowledge of the importance of lesson planning to facilitate effective teaching and learning. Due to this deficiency, they could not explain satisfactorily the importance of lesson planning to effective teaching. Some of the candidates in this category outlined the points without giving sufficient explanations as well. Others provided fewer points and others repeated the same points in different words.

Moreover, samples of the responses of candidates with poor performance reveal that most of the candidates in this category had insufficient knowledge of the impact of lesson planning on effectiveness in teaching and learning, Thus, they did not answer the question satisfactorily. In addition, the candidates did not adhere to essay writing principles and were not good at English. This led to unclear presentation of ideas, which caused them to have poor performance.

Other candidates' failure to understand the question caused them to provide incorrect responses. While some of the candidate elaborated on the planning process, others explained the stages in lesson development. Extract 13.2. is an example of an incorrect response.

13

Good lesson planning - Is the process of preparing an appropriate short term plan for effective teaching and learning within a specific period of one or two session. For as effective in teaching and learning process the lesson plan should have the following:

Introductory part: A good lesson plan should involve the introduction which include the name of school the name of a teacher, subject name, term, class and the date, number of students registered present and those absents. This part gives the details information about what is the title concerned.

13 Cont.

and references. All these things shows the overview of the planned lesson plan for teaching and learning process.

Conclusion part: This is the part of lesson plan where all five stage of lesson development are indicated for example, introduction, development of new knowledge, reinforcement, reflection and consolidation. Also at this part there should be assessment of the learners by providing them with activities to do. as well as.

Evaluation; another essential for lesson plan should be evaluation here there is students evaluation and teachers evaluation this will provide feedback for further improvement.

Extract: 13.2: An example of an incorrect response to question 13

As shown in extract 13.2, candidates explained stages in developing a good lesson plan, instead of explaining the importance of good lesson planning to teaching and learning.

2.2.4 Question 14: Weather and Climate

This question required the candidates to examine five factors that should be considered when one is preparing a place for establishing a weather station. The analysed data show that the candidates' general performance was average. As illustrated in Figure 14, the performance is almost evenly distributed. The data show that 32.36 percent had good performance (10.5–15 marks); 36.98 percent had average performance (6.0–10 marks) and 30.66 percent had poor performance (0–5.5 marks) as illustrated in Figure 14.
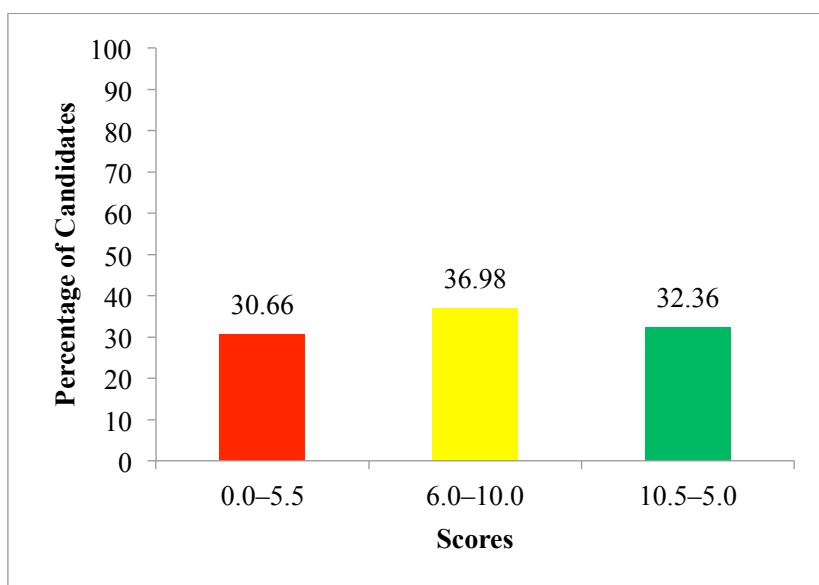

Figure 14: *Percentages of candidates in each performance category for question 14*

Samples of the responses of the candidates who had good performance show that the candidates in this category had adequate knowledge the factors in question. Most of these candidates understood the question and demonstrated that they have good essay writing skills by providing an appropriate

introduction, a main body and a conclusion. However, some of the candidates could not give all the points required and others could not elaborate on some of the points sufficiently. This accounted for the variations of their scores. These candidates explained factors such as: *the area being fenced, the area being free from tree/open, the area having gentle slope, the wide view of the surrounding land scape and sky.* Extract 14.1 is an example of a correct responses from one of the candidates.

14	A Weather Station is the facility where different instruments are found for Measuring and recording Element of weather.
	The following are the factors that Villagers Should Consider first when needs to Prepare Place for establishing a weather station.
	The area Should be free from floods. When needs to Establishing a weather Station Its location Should be free from floods in order to avoid Errors and destruction of instruments.
	They Should find an open area. one Should Consider an open area which will be able to Measure all Element of weather without interference from the environment.
	The area Should be free from obstacles Such as big trees and buildings. When Villagers need to Establish weather station they Should look for the area which will be free from obstacles Such as big trees and buildings which May Cause error when Measuring Some Elements of weather Such as wind
	The area Should be fenced to ensure the Safety. When Considering to Establishing a Place for a weather Station one Should

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14 Cont.	Ensure that the area is fanced well in order to avoid destruction caused by people and animals.
	The area Must also be gentle flat but not too flat. When Choosing location for Establishing a weather Station one Should Ensure that the area is gentle flat not not Steep but also not too flat.
	Therefore' those were the Points which Shows Some factors to be Considered by Villagers When need to Prepare a Place for Establishing a Weather Station.

Extract 14.1: An example of a correct response to question 14

As shown in the Extract 14.1 candidate explained the factors that should be considered when one is in the process of establishing a weather station, despite the grammatical mistakes made.

By contrast the review of the responses of the candidates who had average performance shows that the candidates had partial knowledge of the relevant factors. Some of the candidates provided an appropriate introduction and conclusion. They also provided relevant points although they could not clarify them adequately. Further analysis shows that some of the candidates outlined the points without any explanations. Thus, such candidates to got low marks.

Furthermore, the responses of the candidates who had poor performance show that one of the reasons for this performance was inadequate knowledge of the subject matter. The second reason was the failure to understand the question. For example, one of the candidates, in responding to the question provided element of weather by giving points like: *must have humidity, availability of temperature, presence of cloud cover,* and *must*

have equipment. Other candidates provided factors that affect temperature, instead of explaining the factors. other candidates provided incorrect responses such as: *nature of the soil, population structure, nature of the rock, and history of the place*. Yet other candidates wrote: *availability of capital, availability of skilled labour, good government support, availability of hydroelectric power, availability of science and technology*. Similarly, some candidates explained the instruments needed at a weather station such as: *presence of thermometer, presence of hygrometer, presence of rain gauge, presence of wind vane* and *the presence of anemometer*. These kinds of responses indicate that the candidate misunderstood the question as illustrated further in extract 14.2.

14	Weather Station: Is the process where wheather taking Places'
	The following are the factor which the villagers should consider In carrying out such task.
	Strict laws to the villagers: This mean Inorder the villagers to establish the Weather Station they must get laws which guide them to establish the weathe station because some villagers do not work so laws help people to do a specific task given'
	provision of social services: This mean Inorder the villagers to establish the weather station they must be provided social service which help them to be motivated In establishing weather station so This enable them to be motivated to establish the weather station'

provision of education! This mean In order the villagers to establish the Weather station they must get education on how the station will be and this make the establishment of weather station to be good so this enable the establishment weather station because not all people In the village are aware of the weather station so education should be provided

14 Cont.

Use of recycling : This mean the villages should use recycling method when establishing a weather station so that can get go environment to establish weather station so this mean the use of recyling method enable the establishment of weather station to be good In terms of environment.

Burning of Bushes! This mean the villager should use the process of Burning Bushes so that they can establish weather station so as to get a rich environment of the weather station so this enable them to improve the environment through Burning of Bushes.

Generally there are challenge faced by the villages. Disunity, poor cooperation.

Extract: 14.2: An example of an incorrect response to question 14

3.0 CANDIDATES' PERFORMANCE IN EACH TOPIC

The questions based on the same topics were analysed to determine the candidates' performance in each topic. The analysis showed that, out of the 11 topics covered in the examination, the candidates' performance

was good in four topics, average in three topics and poor in four topics. The performance was good in the topics of *Geography Discipline* (86.86%)*, Geography 'Teaching and Learning Support Resources* (81.14%)*, Human Occupation and Economic Development (77.86%).* and *Physical Resources (73.11%).* The performance was average in the topics of *Energy resources* (67.88%), *Geomorphic Processes* (64.48%) and *Principles of Teaching and Learning Geography* (43.31%)*.* Moreover, the performance was poor in four topics, namely *Assessment in Geography* (38.44%), *Map Reading, and Photograph Interpretation* (11.68%)*, Surveying* (11.19%) and *Weather and Climate* (5.11%)*.*

Compared to the 2022 candidates' performance in different topics, this year's performance has improved from average to good in three. The topics include *Geography Teaching and Learning Support Resources, Human Occupation and Economic Development* and *Physical Resources*. Contrary, it declined in two topics namely *Principles of Teaching and Learning Geography* and *Assessment in Geography* from good to average and dropped from average to poor.

A comparison of candidates' performance in 2022 and 2023 depicted that there was no significant difference in the two year. The pass rate in the 2022 Geography examination was 99.02 percent while that of 2023 was 99.03 percent. This similarity is attributed to the fact that, while the number of topics with good performance decreased from five in 2022 to four in 2023, the number of topics with average performance decreased from four in 2022 to three topics in 2023. It was also noted that like the 2022 candidates, the 2023 candidates had poor performance in three topics. Performance improved from poor to average in one topic and decreased from average to poor in in one topic. In addition, performance remained poor for two consecutive years on the topic: *Map Reading and Photograph Interpretation.* The fluctuations just described the general performance remain more or less the same

.

4.0   CONCLUSION

The candidates' performance in the Geography examination indicated that 99.03 percent of the candidate passed. There is no significant difference in their performance and that of their 2022 counterparts. Some of the shortcomings, which caused candidates perform poorly in

some of the questions, is misinterpretation of the questions, insufficient knowledge of the topics covered in the examination, bad English and underdeveloped essay writing skills. These shortcomings need to be dealt with by both the prospective candidates and tutors so that the performance is improved and particularly in the topics: *Map Reading and Photograph Interpretation*, *Survey,* and *Weather and Climate* in which the performance was poor.

5.0   RECOMMENDATIONS

In order to improve performance in future especially in the three poorly performed the following are recommended:

(a)   Tutors should provide practical assignments to student - teachers (individually and in groups) in teaching the topics in question. In order to help student - teachers to understand their shortcomings in learning, tutors should provide immediate feedback to student - teachers. Feedback will help student - teachers to improve their learning styles.

(b)   Tutors should use the actual environment, textural materials and pictures to make student - teachers connect the topics they study in the classroom with reality.

(c)   Tutors should use different teaching and learning strategies such as brainstorming, library research, discussion, internet surfing so that student - teachers understand the multidisciplinary nature of Geography.

(d)   Student - teachers should be engaged in using the principles followed in developing good assessment tools and assessment strategies so that they have a practical experience in developing and using the strategies. This will help to improve candidates' performance in the topic: *Assessment in Geography*.

CANDIDATES' PERFORMANCE IN EACH TOPIC

S/N	Topic	2022				2023			
		Question Number	Percentage of candidates who scored d 40% or more	Average performance per topic	Remarks	Question Number	Percentage of candidates who scored d 40% or more	Average performance per topic	Remarks
1.	Population and settlement	11	98.9	98.9	Good				
2.	Geography Discipline	5	10.2	10.2	Weak	5	86.86	86.86	Good
3.	Geography Teaching and Learning Support	1	30.8	49.55	Average	13	92.94	81.14	Good
		7	68.3			14	69.34		
4.	Human Occupations and Economic Development	4	34.9	54.75	Average	4	56.45	77.86	Good
		9	74.6			12	99.27		
5.	Physical Resources	12	67.7	67.7	Average	1	51.34	73.11	Good
						11	94.89		
6.	Energy Resources	10	72.21	72.21	Good	7	67.88	67.88	Average
7.	Geomorphic Processes	3	21.6	21.6	Weak	2	64.48	64.48	Average
8.	Principles of Teaching and Learning Geography	6	63.0	71.95	Good	8	43.31	43.31	Average
		14	80.9						
9.	Assessment in Geography.	13	80.9	80.9	Good	6	38.44	38.44	Poor
10. 3	Map Reading and Interpretation.	8	15.2	15.2	Weak	9	11.68	11.68	Poor
11.	Surveying					10	11.19	11.19	Poor
12.	Weather and Climate	2	63.7	63.7	Average	3	5.11	5.11	Poor