STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2021

GEOGRAPHY





THE UNITED REPUBLIC OF TANZANIA MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2021

013 GEOGRAPHY

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the Students' Item Response Analysis for the Form Two National Assessment (FTNA) 2021 for Geography subject. This report gives feedback to students, teachers, parents, policy makers, public and other stakeholders on the performance of students and on how they responded to the assessment items of the subject.

The Form Two National Assessment provide an evaluation of the effectiveness and efficiency of the teaching and learning for the two years of studies in Secondary School Education. Generally, students' responses to the assessment questions form a strong indicator of what the education system was able, or unable to provide to students in their two years of studies in Secondary School Education.

The performance of students was average as 52.30 per cent of the students who sat for the assessment passed. A sufficient performance of students was determined by the student's ability to understand the demands of the questions, having adequate knowledge of the subject matter, having skills in map work, sufficient mastery of English language and essay writing skills. Students who scored low marks lack those attributes. In this report, the analysis of each question has been supported by statistical figures and graphs.

The National Examinations Council of Tanzania believes that, this report shall serve as a basis for enabling all educational stakeholders to take proper measures in order to improve students' performance in this subject.

Finally, the Council would like to thank all Examination Officers and other individuals who provided valuable assistance in the preparation and processing of data used in this report.

Dr. Charles E. Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the students' item response for Form Two National Assessment (FTNA) 2021 in Geography subject. The Geography paper assessed the student's mastery of the subject matter as stipulated in the syllabus. In this report, three categories of performance have been expressed. The performance is good if the students scored from 65 to 100 per cent, average if they scored from 30 to 64 per cent and weak if they scored from 0 to 29 per cent. Colours indicate these categories; green for good performance, yellow stands for an average performance and red for weak performance.

The assessment paper had 10 questions distributed in three sections namely: A, B and C. Section A consisted of three compulsory questions; that is question 1 to 3 where 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; question 4, 5 and 6 and each carried 15 marks. The total marks for section B were 45. Lastly section C had 4 questions and students were required to answer any two. Each question in this section carried 15 marks, making a total 30 marks.

A total of 620,569 students sat for FTNA Geography Subject in November 2021. About 314,674 (52.30%) students passed by scoring grade A-D and 287,895 (47.70%) failed by scoring grade F. This performance shows an increase by 2.37 per cent compared to the 2020 FTNA performance in which 299,993 (49.93%) students out of 601,233 passed and 310,240 (50.70%) failed. The students' performance in FTNA 2021 is illustrated in Table 1.

Table 1: Students' Performance in Geography FTNA in 2021

Sex	Grades					Passed	
BCA	A	В	С	D	F	No.	%
M	16,880	20,744	57,84.0	67,257	112,914	162,685	59.3.0
F	9,955	13,530	48,764	79,740	174,139	151,989	46.60
Total	26,835	34,274	16.0,568	146,997	287,5.03	314,674	52.30

It is expected that, this report will be useful to all educational stakeholders and will enable teachers and students to improve the teaching and learning process in Geography.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE FOR 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. Question 2 consisted of 5 matching items, which carried a total of 05 marks. Question 3 had 10 true and false items, each carrying 01 mark and thus making a total of 10 marks.

2.1.1 Question 1: Multiple Choice Items

The question consisted of multiple choice items composed from the following topics: *Concept of Geography, Map work, The Solar System, Agriculture, Sustainable Use of Forest Resources, Solar System, Weather and Climate*, which cover Form One and Form Two Syllabi. It had ten (10) multiple choice items. The students were required to choose one correct answer among the four alternatives given, A - D.

The question was attempted by 620,563 (100%) students of which 57,816 (9.60%) scored from 0 to 02 marks, 346,944 (57.58%) scored from 03 to 06 marks and 197,830 (32.83%) scored from 07 to 10 marks. Although most of the students 544,747 (90.41%) scored high marks in this question, there were 4,230 (0.7%) students who scored a 00. Figure 1 illustrates the per centage of students' performance for question 1.

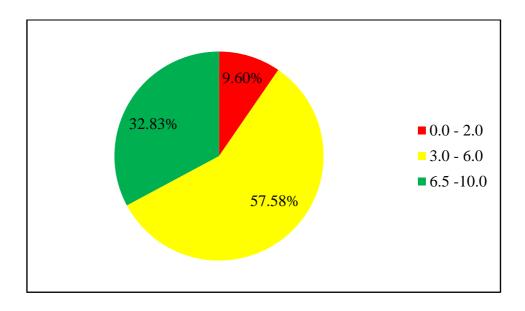


Figure 2: The Percentage of Students' Performance for Question 1

Generally, the performance for this question was good since 544,747 (90.41%) of the students scored from 03 to 10 marks. This performance indicates that, the students had adequate knowledge and skills on the concepts tested.

Item (i) required the students to choose the correct answer regarding the importance of studying Geography. The students who chose the correct answer 'D' to know the relationship between man and his environment had adequate knowledge and skills on the concept of Geography. The students who opted for alternative 'A' to be able to identify and explain aspects of production, showed possession of general knowledge and skills on the concept of Geography, but failed to identify clearly the importance of studing Geography. The choice of distracter 'B' to gain knowledge on the availability of human resources, indicated that the students were influenced by the statement availability of human resources, especially the word resources. This is because one of the importance of studying Geography is to promote the use of the available resources. Furthermore, those who

opted for alternative 'C' to know how different tribes in the world relate to each other had insufficient knowledge of the subject matter and the requirement of the item.

Item (ii) demanded the students to identify the basic components of a map. The students who opted for the correct answer 'A' *Title, Key, Compass, North direction, Margin* and *Scale* had an understanding of the concept of Map Work, specifically the components of the map. The students who opted for distracter 'B' *conversion table, north direction, contour* and *key,* probably were attracted by the words *north direction* and *key* because they are among the components of the map but failed to understand that *conversion table* and *contour* are not the components of the map. The students who chose alternative 'C' *topography, map scale, key* and *margin* indicates that they had insufficient understanding on the components of a map. Those students who opted for distracter 'D' *Grid north, true north and magnetic north,* were attracted by the word *north,* but they failed to understand that these are the types of north direction.

Item (iii) required the students to give reasons as to why the sun rises from East and sets in the West. The students who chose the correct answer 'D' the Earth rotates from West to East showed that they were knowledgeable about the concept of the Earth's movements, especially the rotation of the Earth. The students who chose alternative 'A' the Earth rotates from East to West failed to recognize a clear direction of the rotation of the earth. The students who opted for incorrect answer 'B' the Earth revolve around the Sun failed to differentiate between rotation and revolution of the Earth. They did not know that rotation is the spinning of a body on its axis while revolution is the movement of the Earth around the Sun on its orbit. Those who chose alternative 'C' the Earth is bigger than the Sun indicate that

they had inadequate knowledge and skills on the concept of the Earth's movements, especially the rotation of the Earth.

In item (iv), the students were given a list of measures to improve small scale agriculture. From the list they were required to identify one alternative which was not correct. Those who chose the correct answer 'B' encouraging farmers to adopt plantation agriculture in rural areas had a clear understanding of the specific measure to develop the small scale agriculture. The students who opted for distracter 'A' provision of soft loans for improved investment in agriculture perhaps were attracted by the word agriculture from the stem but they overlooked the word except. Other students chose alternative 'C' educating farmers on sufficient farming techniques and 'D' establishment of cooperatives that can assist farmers. They chose these probably because they did not take care of the word except used in the question.

Item (v) required the students to identify one of the economic importance of livestock keeping in Tanzania. The students who chose the correct response 'B' source of government revenue understood the importance of agriculture, especially on livestock keeping. The students who opted for alternative 'A' keeping small number of animals were attracted by the word keeping from the stem. These students were confused with the advantages of sedimentary livestock keeping. The students who selected distracter 'C' keeping large number of animal in non-productive land probably were attracted by the word keeping large number of animals as it is one of the characteristics of commercial livestock keeping. Those who opted for alternative 'D' reducing animals diseases failed to understand that this is one of the way of solving problems of livestock keeping in Tanzania.

Item (vi) required the students to choose the alternative which shows importance of forest conservation. The students who chose the correct

answer 'A' variety of forest products can be obtained had knowledge on the significance of sustainable use of forest, especially on forest conservation. Those who opted for alternative 'B' it is a major concern of the government were attracted by the phrase major concern of the Government, but failed to understand that the Government has multiple responsibilities. The students who opted for distracter 'C' mineral deposits are obtained, lacked the knowledge on the concept of forest conservation. Those students who selected alternative 'D' forest is the only home of animals showed knowledge on the concept of forest conservation, but failed to understand that it is not the only home of animals. It has rather a broad perspective of the importance of conserving forest.

Item (viii) required the students to identify the force that is responsible to hold the milk in a jar, which is covered with a piece of thin paper when the jar is full, and held upside down. The students who chose the correct response 'D' atmospheric pressure had an adequate knowledge and skills on the concept of weather and climate, particularly the pressure on the surface resulting from the weight of the air above it. The students who opted for incorrect answer 'A' pressure had limited knowledge of atmospheric pressure as pressure is the air surrounding the Earth's surface, while atmospheric pressure is the force with which it presses down on a unit area. The students who chose distracter 'B' atmosphere, failed to differentiate between atmosphere and atmospheric pressure. In fact, atmosphere is a layer of gases that surrounds

the planets, while atmospheric pressure is the force with which it presses down on a unit area. On the other hand, the students who opted for alternative 'C' atmospheric condition, failed to differentiate between atmospheric condition and atmospheric pressure.

In item (ix), the students were required to provide a longitudinal distance between Accra in Ghana and Bujumbura in Burundi if their time differences is 2 hours. The students who chose the correct answer 'C' 30^{0} had clear knowledge on longitudes and time calculations skills, where by the difference of time from one longitude to another is $1 \text{hr}/15^{0}$. Therefore, if the difference is 2 hours, the longitudinal position will be 30^{0} . Students who opted for other distracters 'A' 15^{0} , 'B' 08^{0} and 'D' 60^{0} had limited knowledge on the concept of Longitude and time and mathematical skills of calculating local time of places.

Item (x) required the students to identify a set of long - term observations of a climate of a place. The students who chose the correct answer 'A' precipitation, humidity, temperature and wind had adequate knowledge on the elements of weather. Air mass is a large volume of air whose temperature and humidity are fairly uniform and covers an extensive surface area, mist is the tiny water droplets suspended immediately above the ground and fog is the denser tiny water droplets suspended immediately above the ground with less visibility. The students who opted for alternative 'C' mist, dew point, wind speed and wind direction demonstrated general knowledge of weather but had limited knowledge and skills of the elements, which shows the long-term observations of a climate of a place while mist and dew point are observed within a short term. The students who chose distracter 'D' wind direction, precipitation, humidity and air mass had inadequate knowledge of weather because air mass it is not an element of weather.

2.1.2 Question 2: Matching Item

The question required the students to match the descriptions of bodies in the Solar System in **List A** with the correct Solar System body in **List B** by writing the letter of the correct response below the corresponding item number in the table provided. Each item carried 01 mark, making a total of five (5) marks.

	List A		List B
(i)	Solid heavenly bodies revolving around	A	Meteors
	the sun.	В	Moon
(ii)	Objects with leading heads and bright tails	C	Asteroids
	in the sky.	D	Planets
(iii)	Piece of hard matter falling from outer	Е	Satellites
	space.	F	Comets
(iv)	The moon of the planets.	G	Solar eclipse
(v)	The natural satellite of the earth.		

The question was attempted by 620,557 (100%) students, out of which 165,621 (49.71%) students scored from 0 to 01 mark, 78,640 (34.00%) scored from 2.0 to 3.0 marks and 42,369 (16.29%) scored from 04 to 05 marks. The performance of students in this question was average as 50.29 per cent scored 3.0 marks and above. Figure 2 illustrates the students' performance for this question.

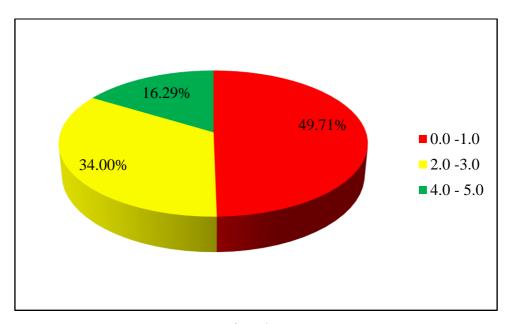


Figure 2: The Percentage of Students' Performance for Question 2

The first item (i) required the students to identify the term that implies solid heavenly bodies revolving around the Sun from list B. The students who chose the correct answer 'C' Asteroids demonstrated the sufficient knowledge on the components of the solar system and their characteristics as they managed to distinguish between Asteroids and Planets. Those who opted for 'D' Planets, showed that they had insufficient knowledge on the solid heavenly bodies revolving around the sun as Planets are bodies that revolve around the Sun. The students who chose other distracters 'A' Meteors, 'B' Moon, 'E' Satellites, 'F' Comets and 'G' Solar eclipse indicated insufficient knowledge and skills on the components of the solar system and their characteristics.

Item (ii) required the students to identify objects with leading heads and bright tails in the sky. The students who opted for the correct answer 'F' *Comets* had a clear understanding of the concept of Comets. Those who chose alternative 'A' *Meteors* showed that they had limited knowledge on the structure and characteristics of Comets, while those who chose other

distracters such as 'B' *Moon*, 'C' *Asteroids*, 'D' *Planets*, 'E' *Satellites* and 'G' *Solar eclipse*, had inadequate understanding and skills on the constituents of the solar system and their features.

Item (iii) demanded the students to identify objects from list B that describe a piece of hard matter falling from the outer space. The students who opted for the correct response 'A' *Meteors* showed that they had sufficient knowledge on the arrangement and appearance of the *Meteors*. Other students chose alternative 'F' *Comets* indicating that they had partial knowledge on the structure and physical appearance of the Comets. Those who chose other distracters such as 'B' *Moon*, 'C' *Asteroids*, 'D' *Planets*, 'E' *Satellites* and 'G' *Solar eclipse* had inadequate knowledge and skills on the objects in space in relation to their positions from the sun.

Item (iv) required the students to identify the moon of the planets from list B. The students who chose the correct answer 'E' *Satellites* demontrated sufficient knowledge on the concept of Satellites. The students who opted for 'B' *Moon* were probably attracted by the word *Moon* from the premises. On the other hand, those who chose 'D' *Planet* possibly were influenced by the word *planet* from stem. Moreover, the students who opted for other distracters 'A' *Meteors*, 'C' *Asteroids*, 'E' *Satellites*, 'F' *Comets* and 'G' *Solar eclipse* showed that they had inadequate knowledge and skills on the components of the solar system.

Item (v) required the students to identify the natural satellite of the Earth from list B. The candidates who opted for the correct answer 'B' *Moon* demonstrated an adequate understanding oF the concept of solar system, especially the features of the Moon. The students who chose distracter 'E' *Satellites* probably were attracted by the word satellite from the stem while those who selected other distracters 'A' *Meteors*, 'C' *Asteroids*, 'D' Planets, 'F' *Comets* and 'G' *Solar eclipse* indicated that they had

inadequate knowledge on the descriptions of the components of solar system.

Although the performance of students for this question was average (50.29%), there were 4,230 (0.7%) students who lacked knowledge of the subject matter, or failed to understand the demands of the question. Extract 1.2 is a sample of such poor responses.

··\	List A	List B		
(i) S	Solid heavenly bodies revolving around the sun.	A Meteors		
	Objects with leading heads and bright tails in the	B Moon		
	sky.	C Asteroids		
(iii)	Piece of hard matter falling from outer space.	D Planets E Satellites F Comets		
(iv)	The moons of the planets.			
(v)	The natural satellite of the earth.			
		G Solar eclipse		

Extract 1.1 A sample of incorrect responses for question 2

In extract 1.1 a student had knowledge of the subject matter but failed to follow the question demand, he/she presented words instead of writing letters of correct answers.

2.1.2 Question 3: True and False Items

The question consisted of ten (10) True or False items. Each item carried 1.0 mark making a total of ten (10) marks. The items were set from various topics of form one and form two syllabi. The students were required to

write **True** if the statement is correct, and **False** if the statement is not correct.

The question was attempted by 620,564 (100%) students. About 26,319 (4.37%) students scored from 0 to 02 marks, 447,333 (74.24%) scored from 03 to 06 marks and 128,912 (21.39%) scored from 07 to 10 marks. The analysis shows that this question had the highest performance as 95.63 per cent of students scored 03 marks and above. Figure 3 illustrates the students' performance in this question.

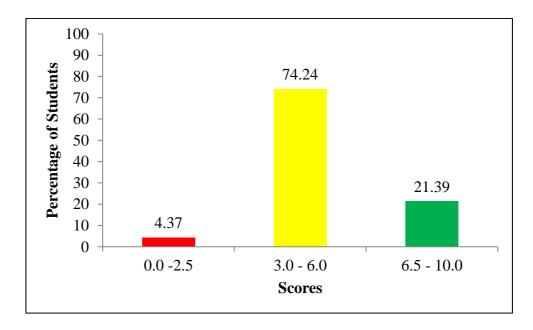


Figure 3: The Percentage of Students' Performance for Question 3

The highest performance for this question indicates that, the students had sufficient knowledge and skills on the topics; Sustainable use of Power and Energy Resource, Solar System, Weather, Climate, Map Work, Major Features of the Earth's Surface and Agriculture, which were tested in this question.

Item (i), demanded the students to respond on whether the natural gas is a non-renewable energy resource or not. It tested the knowledge of students on the concept of the sustainable use of power and energy resources. The statement given was: *Natural gas is a non-renewable energy resource*. The students who provided the correct answer, *True* had adequate knowledge on the types of energy resource, especially how natural gases cannot be reused. This is because their formation takes a long time, usually millions of years. Those who wrote *False* indicate inadequate knowledge on the subject matter.

Item (ii) required the students to prove that lunar eclipses are the evidence of the Earth's spherical shape. The item tested the knowledge of students on the concept of the solar system. The statement given was: *Lunar eclipses prove that the Earth is spherical in shape*. The students who wrote the correct answer, *True* understood that lunar eclipse occurs when the Earth passes between the moon and the Sun, hence the moon then falls in the Earth's shadow. The students who wrote *False* indicated that they had inadequate knowledge and skills on the events which prove the sphere shaped earth.

Item (iii) required the students to describe the term precipitation. It tested the knowledge of students on the concepts of the weather and climate. The statement given was: *Precipitation refers to the deposition of moisture and air from the atmosphere on the Earth's surface*. The students who provided the correct answer *False* had knowledge on the correct meaning of precipitation. Precipitation is the moisture resulting from the condensation of water vapor in the atmosphere, which accumulates in the clouds and falls to the Earth as rain, snow, ice, hail or sleet.

In the (iv) item the students were required to give the meaning of solar energy. It tested the knowledge of students on the concept of the solar energy. The statement given was: Solar energy is the arrangement of the planets and solid objects in relation to the position surface. The students

who wrote the correct answer, *False* indicated that they had adequate knowledge on the differences between the concepts of *solar energy* and *solar system*. Whereas, the students who wrote *True* lacked enough knowledge on the concept of *solar energy*. Solar energy does not deal with the arrangement of the planet, but it is the radiant light and heat from the Sun.

Item (v) demanded the students to verify that square method is not the only method of measuring areas of irregular figureS on the map. It tested the knowledge of students on map work skills. The statement given was: Square method is the only method of measuring areas of irregular figure on the map. The student who wrote the correct response, False showed sufficient knowledge and skills on different methods of measuring areas of irregular shapes. Those who wrote True failed to understand that there are other methods of measuring areas such as geometric method, and strip method.

Item (vi) required the students to respond on whether all longitude lines are great circles. It tested the knowledge of students on the concept of the solar system. The statement given was: *All Longitude lines are great circles*. The students who provide the correct answer, *True* indicate that they had sufficient knowledge on the characteristics of great circles, which are any circle that divides the Earth into two equal spheres. Those who wrote *False* indicated that they were not aware of all great circles.

Item (vii) demanded the students to prove whether the amount of fresh water in the river affects the salinity of the ocean water. It tested the knowledge of students on the concept of the major features of the Earth's surface. The statement given was: *The amount of fresh water in the river affects the salinity of the ocean water*. The students who provided the correct answer, *True* indicated that they were aware of all the factors

affecting salinity of the ocean water. Such factors include; *the amount of* fresh water from rain, rivers and melting ice entering the ocean, temperature, and ocean current. The students who wrote False had limited knowledge on the factors affecting the salinity of the ocean.

In item (viii) the students were required to determine whether irrigation can be done on small scale and large scale farming. It tested the knowledge of students on the concept of agriculture. The statement given was: *Irrigation can be done on small scale and large scale farming*. The students who correct response *True* showed sufficient knowledge on the irrigation farming. This type of farming can be applied to ensure that agricultural activities are carried out without depending on the natural rainfall. Those who wrote *False* had inadequate knowledge on the subject matter.

Item (ix) required the students to explain the way electricity is generated through water. It tested the knowledge of students on the concept of *Sustainable use of Power and Energy Resources*. The statement given was: *Hydropower is tapped by directing the water and wind to turn the turbine to generate electricity*. The students who gave the correct answer, *False* had adequate understanding that hydropower is not generated from winds but, through waterfalls. Those who wrote *True* indicated had inadequate knowledge on the concept of the Hydroelectric Power Generation.

Item (x) demanded the students to identify the effects of the Earth's rotation. It tested the knowledge of students on the concept of the solar system. The statement given was: *The Earth's rotation causes eclipse of the Moon, the Sun and variations of seasons of the* year. The students who provided the correct answer, *False* had sufficient knowledge on effects of the Earth's rotation. These are *day and night, differences in time between places located at different longitudes, deflation of winds, ocean currents* and *the daily rising and falling of tides*. The students who wrote *True* failed

to differentiate between rotation and revolution due to lack of sufficient knowledge. Rotation is the spinning of a body on its axis, while revolution is the movement of the Earth around the Sun following its orbit.

However, the majority of students (95.63%) performed well in the question some students went astray as they provided unexpected words as responses for the question instead of writing True or False. Extract 2.1 illustrate this case.

- 3. In each of the items (i) (x), write **TRUE** if the statement is correct or **FALSE** if the statement is not correct in the black space provided.
 - (i) Natural gas is a non-renewable energy resource. Natural gas....
 - (ii) Lunar eclipses prove that the earth is spherical in shape. ...Lunar eutroses
 - (iii) Precipitation refers to the deposition of moisture and air from the atmosphere on the earth's surface. Proceeding the process of the pr
 - (iv) Solar energy is the arrangement of the planets and solid objects in relation to the position from the sun. Solar energy.....
 - (v) Square method is the only method of measuring areas of irregular figure on the map.
 - (vi) All longitude lines are great circles. All longitude
 - (vii) The amount of fresh water in the river affects the salinity of the ocean water.
 - (viii) Irrigation can be done on small scale and large scale farming. Ingation
 - (ix) Hydropower is tapped by directing the water and wind to turn the turbine to generate electricity.
 - (x) The earth's rotation causes eclipse of the moon, the sun and variations of seasons of the year. Farth's rotations.

Extract 2.1: A sample of incorrect responses

In Extract 2.1, the student failed to write either True or False, instead she/he picked words from the questions and wrote them as answers.

2.2 SECTION B: SHORT ANSWERS QUESTIONS

This section consisted of three compulsory questions set from the following topics: *Features of the Earth's, Sustainable Mining* and *Map work*. Each question carried 15 marks, making a total of 45 marks.

2.2.1 Question 4: Major features of the Earth's surface

The question given was: The students were watching a video program showing the earth's surface in Tanzania which was irregular. Difference in altitudes and slope give rise to different features and human activities observed in the video program. (a) outline five possible features observed by the students, (b) by giving an example, mention three major types of water bodies observed, (c) give an example of the main basin on the earth's surface observed by the students in the video program and (d) Name four possible types of large and elevated part of the Earth's surface that rise from greater height the students observed.

The question was attempted by 620,547 (100%) students, of which 444,724 (73.81%) students scored from 0 to 04 marks, 115,780 (19.22%) scored from 4.5 to 9.5 marks and 42,403 (6.98%) per cent scored from 10 to 15 marks. The performance of the students for this question was weak as only 26.19 per cent scored from 4.5 to 15 marks. Figure 4 illustrates the students' performance for this question.

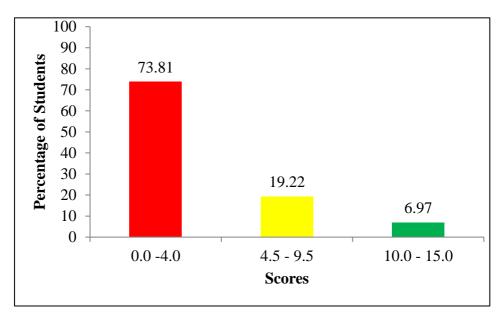


Figure 4: The Percentage of Students' Performance for Question 4.

Some students who scored from 0 to 04 marks had inadequate knowledge and skills on the concept of the major features of the Earth's surface, while others failed to understand the question demand.

In part (a), some students mentioned few points as required by the question while others provided irrelevant answers. For example, one of the students mentioned features of the ocean floor such as *oceanic ridge, Island, continental slope* and *continental shelf* instead of relief features. Further analysis shows that the students mentioned man made features such as: *roads, railways, bridges* and *houses*. Others mixed up relief features and oceanic features such as: *mountains, hills, continental shelf, continental slope* and *oceanic ridge*. On the other hand, other irrelevant responses outlined by some of the students were: *agriculture, fishing, mining, lumbering, tourism, sedentary livestock, bush fallowing, shifting agriculture* and *normadic pastoralism*. This is an indicator that they failed to understand the demands of the question.

In part (b), some students provided both relevant and irrelevant responses. For example, one of the students wrote *Rivers* and *Salt water* while another student wrote *Fresh water* and *Salt water*. Morever, there were students who provided examples of water bodies like, *Indian Ocean, Lake Victoria* and *lakeTanganyika* while others wrote lake *Eyasi, river Ruaha* and *river Ruvu*.

In part (c) some students provided both irrelevant responsess while others skipped the item. For example, one of the student who answered this item well wrote *Oceanic basin*, while the other wrote *Tanganyika basin*. Furthermore, other students confused the word 'natural', which is an adjective in the stem of the question. Thus made them provide irrelevant responses such as: *Natural resource*, *Natural environment*, *Natural forest and Natural land*. These responses indicate that the students had insufficient knowledge of the subject matter, and had inadequate English Language command.

In part (d), some students provided few types of mountains, while others provided irrelevant responses. For example, one of the students mentioned examples of mountains instead of types of mountains like *Kilimanjaro mountain*, *Udzungwa mountain* and *Ruwenzori mountain*. On the other hand, irrelevant responses provided by the students were like; mentioning oceanic features, naming types of man made features and mentioning zones of the atmosphere. Extract 3.1 represents incorrect responses.

4.	The	e students were watching a video program showing the earth's surface in Tanzania which was
	irre	gular. Difference in altitudes and slope give rise to different features and human activities
	obs	served in the video program.
	(a)	Outline five possible features observed by the students.
		(i) Agriculture
		(ii) Eightog
		(iii) .IMIn[m
		(iv) LUM being.
		(v)โดมท์รูฟ (v)
	(b)	By giving an example, mention three major types of water bodies observed.
		(i) Underground Water
		Example: lakes, ocean etc
		(ii) Longe water
		Example: waver, rain, tides etc
		(iii) Waver water
		Example: Sear, vegetation, ocean, laker etc
	(c)	Give an example of the main natural basin on the earth's surface observed by the students in the
		video program. Example 11. Lave Eyari
	(d)	Name four possible types of a large and elevated part of the earth's surface that rise from
	(-)	greater height the students observed.
		(i) Thermarphere
		(ii) Hudrocabere
		(iii) Brocphore
		(iv) Homisphoro

Extract 3.1: A sample of incorrect responses for question 4

In Extract 3.1, the student failed to meet the demands of the question. In (a), He/she outlined human activities, instead of relief features. In (b), the student mentioned examples of water bodies, instead of types of water bodies. In (c), he/she wrote lake Eyasi instead of Lake Victoria, and in (d), se/she named layers of atmosphere instead of types of mountains.

The students who scored from 4.5 to 9.5 marks had moderate knowledge and skills on the concept of major features of the Earth's surface. In part (a), some students mixed up relief features and oceanic features, while others outlined few features instead of five features demanded by the question. For example, one student mixed up relief features and oceanic features by writing *mountains*, *valleys*, *hills*, *oceanic island* and *continental slope*. Other students wrote relief features and man-made features like *hills*, *mountains*, *road* and *buildings*.

In part (b), some students mentioned three major types of water bodies without giving examples. Other mentioned only one type of water body with an example. For example, one student wrote *rivers*, *lakes* and *oceans*. Further analysis showed that some of the students wrote names of rivers, lakes and an ocean found in Tanzania, while others mentioned types of water bodies only. For example, one student wrote *Lakes* such as *Tanganyika*, *Rivers* like *Ruaha*. The other one mentioned *Lake Rufiji Ocean like Pacific*, *Lake Victoria* and *River Nile*.

In part (c), some students gave an example of the main natural basin on the Earth's surface found in Tanzania as observed by the students in the video program. The knowledgeable students gave correct responses such as *lake Victoria*, while others provided incorrect responses such as *Indian ocean*, *river basin*, *underground water*, *spring water*, etc.

In part (d), some students mixed up relevant and irrelevant responses. Others gave only one type of a large elevated part of the Earth's surface that rise from greater height. For example, one student named the correct large and elevated part of the Earth's surface as *fold mountains*, *block mountains*, *volcanic mountains* and *Kilimanjaro mountains*. The other student wrote *Fold mountains*, *Block mountains*, *Volcanic mountains* and *Atlas Mountains*. On the other hand, some students mentioned examples of

mountains, instead of the types of mountains. For example, one student wrote *Kibo mountain, Mawenzi mountain* and *Usambara mountains* and *Uluguru mountain*.

The students who scored from 10 to 15 marks indicated that they had adequate knowledge and skills on the concept of major features of the Earth's surface.

In part (a), some students were able to provide correct responses by outlining all the five possible features. For example, some students wrote features of the Earth's surface such as *Mountains*, *Hills*, *Plains*, *Valleys*, *Basins*, *Escarpment*, *Water bodies* and *Plateaus*. Other students mixed up relief features and man-made physical features. For example, one student wrote *Mountains*, *Hills*, *Valleys*, *Water bodies* and *Roads*. Others mixed up relief features and oceanic features such as *Hills*, *Valleys*, *Mountains*, *Plateaus* and *Oceanic floor*.

In part (b), the students were required to provide examples of three major types of water bodies observed. Very few students provided correct answers. For example, one student mentioned correct water body as *Ocean* such as *Indian Ocean, Rivers* such as *Rufiji, Malagarasi or Great Ruaha* and *Lakes* such as *Tanganyika, Rukwa* and *Nyasa*. Most of the students failed to provide the required responses fully. Some students mixed up correct and incorrect responses. For example, one student wrote correct water bodies such as *ocean, lake,* but mixed up with *island.* Others provided examples of types of water instead of types of water bodies. For example, one student wrote *Victoria, Tanganyika, Ruaha, Nyasa* and *Ruvu* while the other mentioned types of water such as fresh *water, salt water* and *hot water.*

In part (c) some students were able to give an example of the main natural basin on the earth's observed by the students in the video program. Some of the students wrote *lake Victoria*, which is found in Tanzania while others give an example of the *Indian ocean*, which is not a basin, but it is a large salt-water body found in Tanzania.

In part (d), some students named correctly four possible types of a large and elevated part of the Earth's surface that rises from greater height. For example, one student wrote *Fold mountains*, *Block mountains*, *Volcanic mountains* and *Residual mountains*. Other students mixed up correct and incorrect responses. For example, one student wrote correct types of mountains such as *Fold mountains*, *Block mountains*, *Volcanic mountains* and incorrect response was *Oceanic ridge*. Extract 3.2 is a sample from a student who met the demands of the question.

4.	The	e students were watching a video program showing the earth's surface in Tanzania which was
		gular. Difference in altitudes and slope give rise to different features and human activities
		erved in the video program.
	(a)	Outline five possible features observed by the students.
		(i) Plateau (ii) Plaine
		(iii) Mountaine
		(iv) Hills
		(v) Nalley
	(b)	By giving an example, mention three major types of water bodies observed.
		(i) Lakes example lake Tangasyiko Lake Vidorio, Lake Nyoso,
		Lake Eyasi
		(ii) Ocean example Indian Ocean
		De an alle sino annumo sinor Parrilli.
		(iii) <u>River</u> example niver runumo, river Rufiji
	(c)	Give an example of the main natural basin on the earth's surface observed by the students in the
		video program Lake Victoria basia.
	(d)	Name four possible types of a large and elevated part of the earth's surface that rise from
	(-)	greater height the students observed.
		(i) Notranic mountains
		(ii) Fold mountains
		(iii) Block mountains
		(III)
		(iv) Recidual mountains

Extract 3.2: A sample of correct responses for question 4

2.2.2 Question 5: Mining industry

The question given was: The Form Two students were happy to visit a place where a process of extracting valuable geological substance from the crust was taking place. (a) Name the process taking place in the area, (b) List three possible types of valuable geological substances found in the area, (c) Describe three main methods of extracting those valuable geological substances in the area and (d) Outline five possible environmental hazards caused by the process taking place in the area.

The question was attempted by 620,514 (100%) students, of which 26,328 (79.78%) scored from 0 to 04 marks, 110,997 (1.42%) scored from 4.5 to 9.5 marks and 10,850 (1.80%) scored from 10 to 15 marks. The performance of the students for this question was poor as 20.22 per cent scored from 4.5 marks and above. Figure 5 illustrates the students' performance for question 5.

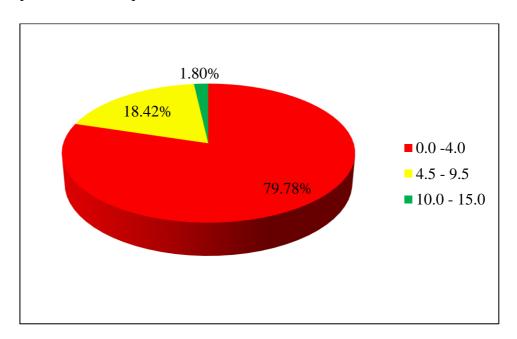


Figure 5: The Percentage of Students' Performance for Question 5

The students whose marks ranged from 0 to 04 demonstrated insufficient knowledge and skills on the concept of mining industry. For example, in part (a), some students managed to name the processes taking place in the area such as: *mining activities, small scale mining* and *large scale mining*. Moreover, some students provided incorrect responses such as *small scale agriculture, irrigation, tourism* and *large scale agriculture*.

In part (b), some students provided correct and incorrect types of minerals respectively. Other students' responses showed misconceptions of the requirement of the question. For example, the irrelevant responses provided by the students were mentioning examples of minerals, instead of the types of minerals like *Diamond*, *Gold*, and *Zinc* and naming types of mining methods like *Underground*, *Alluvial mining* and *Placer method*.

In part (c), some students named only few methods of extracting minerals. Others failed to understand the question demands, hence provided wrong responses. For example, one student wrote only one method of extracting minerals, which was *open cast mining*. Other students mixed up methods of extracting minerals, with methods of processing minerals, such as *open cast mining* and *crushing method*, while others wrote *small scale mining*, *medium scale mining* and *large scale mining*.

In part (d), some students listed few correct environmental hazards caused by mining activities, while others skipped the item. Some of the sampled wrong responses provided were such as, *Movement of people from one place to another, Diseases and pests, Government policy,* and *conflicts*. Extract 4.1 demonstrates a sample of a response from a student who failed to meet the demands of the question.

5.	The Fo	orm Two students were very happy to visit a place where a process of extracting valuable			
	geological substance from the crust was taking place.				
	(a) How is the process taking place in the area called?				
		Human activities			
	(b) Li	st three possible types of valuable geological substance found in the area.			
	(i)	Secondary human admity			
	(ii	Primary human adjusty			
	(ii	i) Tertiary human aduaty			
	(c) D				
	(ii	tyraction of dampness			
	(ii				
(d) Oi	Planting trees			
	(i	Discl for animals			
	(ii	i) Good availability			
	(iv) Promote the human and animals.			
	(v)	Provide the Food for animals			

Extract 4.1: A sample of incorrect responses for question 5

In Extract 4.1, the student failed to meet the demand of the question in all parts of the question. In (a), he/she wrote human activity instead of mining as the process taking place in the area, (b) listed classifications of human activities instead of

listing possible types of valuable geological substance found in the area. In part (c), he/she wrote unrelated words (*Underground mineral, Extraction of dampness and Ocean currency*) instead of describing three methods of extracting minerals and in (d), outlined planting trees, died for animals, good availability, promote the human and animals and provide food for animals instead of possible environmental hazards caused by the process taking place in the area such as *pollution, deforestation, loss of biodiversity and soil erosion*.

Moreover, the analysis of the responses from the students shows that those students who scored moderate marks provided correct answers in some parts of the question. For example in part (a), some students named the correct process-taking place in the area as *mining* while others wrote mining activities. On the other hand, some students had misconceptions of the subject matter, hence they named the activity taking place in the area as *Processing of minerals, Industrial activities* and *Agricultural activities* instead of mining activity.

In part (b), some students mixed correct and incorrect types of minerals, while others provided few points. For example, one student wrote correct type of mineral such as *Non - metallic*, *Metallic* and the method of mineral processing such as *Grinding* while another student wrote *Non - metallic*, *Metallic* and *Deep minerals*.

In part (c) some students described three methods of extracting minerals as *open cast mining, underground mining* and *alluvial* mining. Other students mixed up relevant and irrelevant responses like *underground mining, open cast mining* and *non – metallic mining*.

In part (d), some students mentioned only few correct environmental hazards caused by mining activities, while others provided diverse points. For example, one student wrote only three environmental hazards, which are *land degradation*, *pollution* and *deforestation*, while other students

mixed up correct and incorrect answers. For example, one student wrote Land degradation, Loss of biodiversity, Water pollution, and the incorrect answer was Earthquakes.

The students who scored from 10 to 15 marks had enough knowledge on the concept of mining industry. Their marks varied because of the strengths and weaknesses of their responses. For example, in part (a) some students identified the process- that was taking place in the area as *mining activity*. Further analysis showed that irrelevant responses provided by the students were like *Tourism activities*, *Construction activities*, *Manufacturing industry*, *Mineral industry* and *Land reclamation activity*.

In part (b), students with sufficient knowledge on the types of minerals were able to list the three possible types of valuable geological substances found in the area. For example, one student wrote *Non - metallic minerals*, which include asbestos and graphite, Metallic minerals that includes inorganic minerals such as gold, iron, silver, lead and Energy minerals which includes coal, natural gas and petroleum. On the other side, some students had partial knowledge on the subject matter as they gave correct and incorrect responses. For example, one student wrote correct types of minerals such as *Non - metallic and Metallic minerals* and an incorrect response was mineral industry. Another student wrote correct types of minerals as non-metallic, metallic mineral and incorrect responses were open cast mining and underground mining.

In part (c), the students who described main methods of extracting those valuable geological substances in the area had sufficient knowledge of the types of mining methods. These students described three main methods of extracting minerals as *open cast mining*, *alluvial mining* and *underground mining*. On the other hand, some of the students mixed up methods of extracting minerals and types of minerals. For example, one student wrote

Alluvial mining, Underground mining, Non metallic and Metallic minerals. Other students mentioned one method of extracting minerals as *open cast* or *underground mining* only.

In part (d), the students who were knowledgeable about the subject matter and grasped the demands of the question outlined the correct answers as Land degradation, Pollution, Deforestation, Destruction of ecosystem, Disappearance of some species and Global warming. However, some students mixed up correct and incorrect responses like Land degradation, Pollution, Deforestation, Destruction and Reforestation. Other students wrote about Global warming, Disappearance of some species, Deforestation, Soil erosion and Biodiversity. Extract 4.2 is a sample of correct responses.

5.	The	Form Two students were very happy to visit a place where a process of extracting valuable					
	geological substance from the crust was taking place.						
	(a) How is the process taking place in the area called?						
	Mining						
	(b)	(b) List three possible types of valuable geological substance found in the area.					
		(i) Metallic minerals example Gold, zine and copper					
		(ii) Non-metallic minerals example salt					
		(iii) Gascour minerals example ratural gar					
	(c)	Describe three main methods of extracting those valuable geological substances in the area.					
		(i) Shaft mining-Involver mining underground minerals					
		(ii) Opencart mining-Involves mining mineral which are on the surpace					
		(iii) Alluvial ming-Involver mining minerals on the sider of niversing					
	(d)	Outline five possible environmental hazards caused by the process taking place in the area.					
		(i) Deforestation; because mining has to take place when trees are out by which this enhaces land degradation					
		rand pollution of land.					
		(ii) Soil erasion-due to the use of poor mining nethods					
		by which it leads to environmental pollution and dertruc					
		tion of roil structure.					
		(iii) Loss of biodiversity-Through mining different species can					
		be lost due to cutting alow n trees and excersive					
		mining in the nurronment					
		(iv) Death of people because people can die due to the					
		destruction of mineral departs by which they can fall					
		on people					
		(v) Occurrence of diseases because the mineral deposits can					
		contain dangerouse insects and even vectors like					
		temale anopheler marquito which spreads malaria					

Extract 4.2: A sample of a correct responses for question 5

2.2.3 Question 6: Map work

In this question the students were asked: Suppose you have been given different maps by your Geography teacher showing rivers, lakes, ponds and other man made features for your personal studies. (a) Name three possible ways of locating position of the features they would observe, (b) show five steps involved in determining the distance of a river between two points on that map by using a straight edge of paper, (c) mention three methods they would use to calculate the area of a lake in that map and in part (d) name three categories of maps that could have been provided by the teacher.

The question was attempted by 620,425 (100%) students of which 52,307 (83.34%) scored from 0 to 04 marks 94,252 (15.57%) scored from 4.5 to 9.5 marks and 6,590 (1.09%) scored from 10 to 15 marks. The performance of the students for this question was generally poor as only 16.66 per cent scored from 4.5 to 15 marks. Figure 6 illustrates the students' performance for this question.

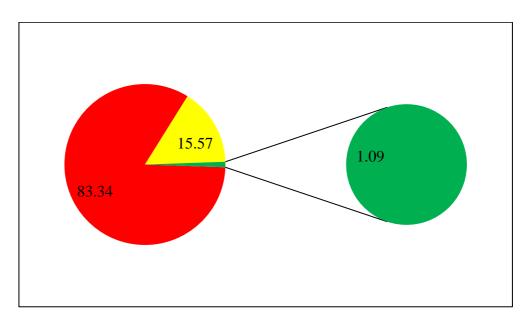


Figure 6: The Percentage of Students' Performance for Question 6

Students who scored from 0 to 04 marks provided responses that indicated that they had inadequate knowledge and skills on map work. They also failed to identify the question demands. In part (a), some students wrote methods of calculating areas such as *Square method*, *Geometrical method* and *Strip method*, while others provided different words related to map work such as *Contours*, *Map scale*, *Topographical maps* and *title of a map* instead of ways of locating places on a map.

In part (b), the students were tested on the ability to arrange steps needed in measuring the distance of a river between two points. The majority of the students in this category provided incorrect steps needed in measuring the distance of a river between two points such as:

- (i) Divide the length of the river.
- (ii) Identify the two point.
- (iii) Convert the values into the correct scale.
- (iv) Calculate the distance.
- (v) Measure the distance from first point to second point.

Further analysis shows that other students left the question unanswered. The variation of students' scores were determined by the presented correct steps.

In part (c), few students provided correct method of calculating an area of a lake. For example, one student wrote *pair of divider, Straight piece of paper* and *Piece of thread*. Others wrote *scale of a map*, *grid reference* and *compass method* instead of methods used to calculate area of a lake, which are *grid square*, *geometrical* and *Strip method*.

In part (d), the majority of students failed to score any mark in this part while others skipped the part. These students lacked knowledge of the subject matter and provided wrong answers such as mentioning types of scales (*small scale, medium scale* and *large scale*) and mentioning minor types of maps (*contour maps, dot maps and flow line maps*). Others mentioned examples of ratio scale used in large scale maps (1:250.00, 1:10.00.0) instead of naming the three categories of maps. Extract 5.1 represents a sample of incorrect responses.

 Suppose you have been given different maps by your Geography teacher showing rivers, a lake, 							
ponds and other man made features for your personal studies;							
(a) Name three possible ways of locating position of the features you will observe. (i) Legreson when trackers.							
(ii) Linear-Scale (iii) Statement-scale							
(b) Show five steps involved in determining the distance of a river between two points on that							
map by using a straight edge of paper. (i) Use the strought edge paper to had the area of the civer.							
(ii) Find the bearing of Bont A and B of the over							
(iii) You can use the Paper again to make sure that you are							
(iv) Find the reproductance and the actual distance of the ground							
(v) distance of ariver between two points on a map.							
(c) Mention three methods you will use to calculate the area of a lake in that map. (i) USing Scales							
(i) Using scales (ii) Compass bearing (iii) Finding wea							
(d) Name three categories of maps that could have been provided by the teacher.							
(i)							
· (ii)							
(iii)							

Extract 5.1: A sample of incorrect responses for question 6

In Extract 5.1, the student (a) named three ways of expressing scale of a map, (b) provided incomplete sentences related to how to measure distance of a river, bearings and equipment used to determine distance, (c) mentioned some words related to map and (d) skipped the part of the item.

The students who scored from 4.5 to 9.5 marks had moderate knowledge and skills on map work. However, there were variations in the quality of their responses, which resulted into disparity of the individual scores.

In part (a), some students mixed up correct and incorrect responses and scored average marks. For example, some of them wrote ways of locating places such as *place name*, *latitude and longitude*, *compass bearing* with methods of measuring distances such as the *use of pair of dividers* and *use of edge piece of papers*. Moreover, other student wrote ways of locating places such as *place name*, *latitude and longitude*, *direction*, *compass bearing* and the method of calculating areas such as *grid square method*.

In part (b), some students showed few steps in determining straight distance between two points on a map. For example, one student wrote only four steps as *identification of the two points*, *divide the length*, *place the paper on the first point then measure up to the end* and *remove the marked paper*. Further analysis showed that, some of the students wrote two or three correct steps instead of five steps involved in determining the distance of a river between two points.

In part (c), most of the students provided one or two methods used to calculate areas correctly as *grid square method*, *geometrical method* and *strip method* while others provided few correct methods used to calculate areas with unrelated points to the question such as *names of geographical features*, *types of map scale*, *ways of representing scale of a map* and *methods of calculating distance of linear features on the map*.

In part (d), some students mixed up relevant and irrelevant responses. The responses provided in a mixed way were such as *Topographical maps*, *Statistical maps* and *classroom maps*, while others wrote *Topographical maps*, *Sketch maps* and *Atlas maps*.

The students who scored from 10 to 15 marks had sufficient knowledge and skills on the concept of map work, and understood the demand of the question. The variations of the students' scores were determined by relevance of the points provided for each part.

In part (a), there were few students who provided correct ways of locating positions of the features on maps and scored high marks. For example, the student provided correct answers such as: *Place name, Latitude and longitude, Compass bearing, Direction* and *Grid reference*.

In part (b), the students who scored high marks showed steps involved in determining the straight distance between two points on a map by using a straight edge of paper. For example, one student wrote;

- (i) Identification of the area, Divide the route into sections, which are more or less straight.
- (ii) Lay the straight edge of the paper on the first straight section of the route.
- (iii) Mark with your pencil where the route bends.
- (iv) Turn the paper so that the edge now lies along the second part of the river while making sure that the mark you make is still on the point where the route bends.
- (v) Continue shifting the paper and marking the other distance between the points on the route and remove the marked paper and using a ruler.
- (vi) Measure from where you started to the last mark on the paper.

In part (c), students mentioned the three methods of calculating the area of the lake. For example, one student wrote *Grid square method or tracing method, Geometrical figure method and Strip method.*

In part (d), the students with adequate knowledge named the three categories of maps as *Topographical maps*, *Statistical maps* and *Distribution maps*. Extract 5.2 is a sample of such correct response.

6. Suppose you have been given different maps by your Geography teather showing rivers a lake,					
ponds and other man made features for your personal studies;					
(a) Name three possible ways of locating position of the features you will observe. (i) By wing bearing and dictance (ii) By wing grid reference (iii) By wing compass direction	.:				
(b) Show five steps involved in determining the distance of a river between two points on that					
map by using a straight edge of paper. (i) Mark the flarting point with a pen and make rure it is visible.					
(ii) Place the piece of paper on the beginning point of the rular, the mark unould be incontact with the beginning point					
(iii) Itart measuring by bending the paper according to the arryal of the liver till the ord. Mark the ending point.					
(iv) Measure the distance got on the piece of paper using a suler. That is the map distance					
(v) Convert the value of the length obtained into the reals given in the map. That is the distance of the river obtained)				
(c) Mention three methods you will use to calculate the area of a lake in that map. (i) ATIPPING METHOD (ii) Division method					
(iii) Grid quare method					
(d) Name three categories of maps that could have been provided by the teacher. (i) Topographical map((ii) Standinal map(
(iii) Distribution maps or atlas maps					

Extract 5.2: A sample of correct responses for question 6

2.3 SECTION C: ESSAY QUESTIONS

This section consisted of four optional questions set from the following topics: *Transport, Sustainable mining, Manufacturing industries and Agriculture*. The students were required to answer any two questions. Each question carried 15 marks.

2.3.1 Question 7: Transport

The question required the students to explain five disadvantages of road transport. The question was opted for by 227,995 (37.80%) out of 602,569 students. The analysis showed that 179,174 (78.59%) scored from 0 to 04 marks, 41,650 (18.01%) scored from 4.5 to 9.5 marks and 7,756 (3.40%) scored from 10 to 15 marks. The performance of the students for this question was generally poor as only 21.41 per cent scored from 4.5 and above. Figure 7 illustrates the students' performance for this question.

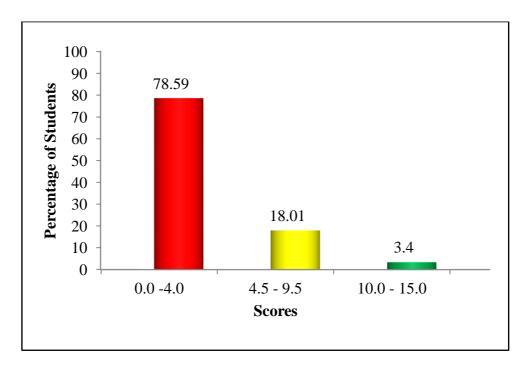


Figure 7: The Percentage of Students' Performance for Question 7

Majority of students (78.56%) who scored from 0 to 04 marks had inadequate knowledge of the subject matter, poor English Language skills and inadequate essay writing skills. These students provided incorrect responses as some of them explained the types of land transport such as railway, road and pipelines. Others mentioned the types of transport such as air transport, water transport, land transport and pipeline transport.

Moreover, they had inadequate essay writing skills as they did not provide introductions and provided partial explanations on the disadvantages of road transport without conclusions. In addition, some students provided inadequate introductions, few disadvantages of road transportation with inadequate conclusions.

Further analysis shows that other students provided irrelevant introductions, mixed up correct and incorrect outlines of points with irrelevant conclusions. For example, one student provided irrelevant introduction, wrote two correct points as *accidents* and *traffic jam* and incorrect points were *high population, conflict with police officers* and *corruption* and ended up with irrelevant conclusion. Further analysis shows that some of the students misconceived the question demands hence provided relevant introductions and conclusions but explained irrelevant points in their essays.

Further analysis showed that, those students (24.93%) who scored 0 marks some of them had some few Kiswahili words within English sentences. Example, one of the students wrote *usafiri wa barabara unaleta ajali mbaya barabarani*. The variation of marks was influenced by the strengths and weaknesses of their responses. Extract 6.1 demonstrates such incorrect responses.

The road - Is the movement of people from one place to another from the transport the are road transport. This is movement ox people from one place to anothe incide to get a good to they self. The following are disadvantage of raad transport. Lack of Lechnologe: This because many of the place there are which they have no any technologe up to go to the town. Sothat the know and come to teacher to the villiage. Poor of transport and communication: this make thereo ple around to don't get help to the same time up to went to the hospital the area using class of time. lack of peace and leavity. This make tham to do not help each other because of the sty life which they are depend. ng on it it is so very bad and not help the to develop tack of skill labour. This make the people to denset do any work because if the do their is no any place for selling and get the manery also make the people to be poor also many people the are not get the knowledge were they came from because of life is to very hard to them and lack of government policy! This because there is no! any one who wanter to develop so that it shown that other people wanted to debelop the cele not with other but other wanted to develop and tool also wanted to contro the country Well and people. Generally: Road transport this was the promble which are face to people who around cause they are not be case because they have not develop they self.

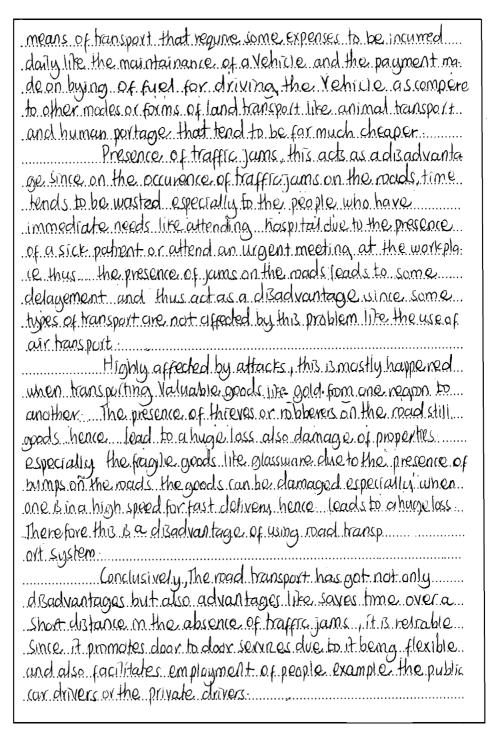
Extract 6.1: A sample of incorrect responses for question 7

In Extract 6.1, the student explained problems facing development of transport instead of problems of road transport.

On the other hand, students who scored from 4.5 to 9.5 marks moderate knowledge on the subject matter as some of them provided relevant introduction of the road transport, explained disadvantages of it, but failed to provide relevant conclusion. Others provided correct points with partial explanations. For example, one student gave introduction, as *road transport* is a transport that connects one place to another on the surface of the Earth. Other students provided partial introductions but mixed up correct and incorrect points. For example, one student wrote correct points as accidents, traffic jam, high price of oil and incorrect answers such as financial problems and inadequate knowledge while others provided partial introduction, outlined points without explanations with partial conclusion

The students who scored from 10 to 15 marks had sufficient knowledge of the subject matter tested, especially on the road transport. In this category, some of the students provided relevant introductions, main body and conclusions in their responses. For example, relevant introductions provided were as: Road transport is a means of transport, which involve the use of vehicles, bicycles, motorcycles, human and animal portage. Another student wrote, Road transport is the means of moving goods and services by using cars, bicycles, motorcycles on all weathered road and roads or human portage like porters or animal portage like horse and camel. These students explained correct disadvantages of road transport including: traffic jam, accidents, high price of oil, a weather condition, sufficient which are being transported by road are in a great risk of being stolen by criminals, vehicles and motorcycle emit gases which cause air pollution and vehicle can only handle a limited number of people and amount of sufficient at the time. Then the candidate ended up with relevant conclusion. However, the variation of the scores was determined by the relevant explanations of the points required. Extract 6.2 represents a sample of good responses for question 7.

7: THE DISADVANTAGES OF ROAD TRANSPORT. Road transport is a form of land transport that involves the movement of goods, services and people from one place to another by the use of the roads. This mode of transport ... involves the presence of wide variety of means of transport like cars, trucks, motorcycles, bicycles and lorries: Through road transport international relations can be created a good example 13 the road that joins Janzania and tenya through this Cooperation it can improve each country economy The following are the disadvantages of hising road transport Occurrence of accidents; the use of road transport and due to it being reliable to many there has been accelerated by the presence of reckless drivers, druntered driver and driving. mechanically unfit Yehicles unskilled people on proper road use this problem to be reduced or eliminated Campletely there must be presence of road safety rules that are made by the government to be followed and failure of so doing punishment should be granted Affected by bad weather condition, road transport tends to be limited especially in the developing countries where there are no all weather made that can ustain any weather Condition and prevent accidents as the road becoming slippery especially during the rainy season where floods can also occur. and lead to death of people and destruction of the car and this may lead to the incurring of unexpected expenses on treating the patrents and repairing the Vehicle together with the goods carned It is expensive, the road transport tends to be expensi Ye on the construction of the roads where high Capital is needed for all the facilities needed but also through theme of the



Extract 6.2 A sample of correct response for question 7

2.3.2 Question 8: Mining industry

This question required the students to explain five contributions of mining industry to the economy of Tanzania. The question was opted by 278,883 (46.30%) out of 602,569 students. The analysis showed the 132,482 (47.50%) scored from 0 to 04 marks, 77,591 (27.82%) scored from 4.5 to 9.5 marks and 68,810 (24.67%) scored from 10 to 15 marks. The performance of the students for this question was average as 50.6 per cent of students scored from 4.5 to 15 marks. Figure 8 illustrates the students' performance for this question.

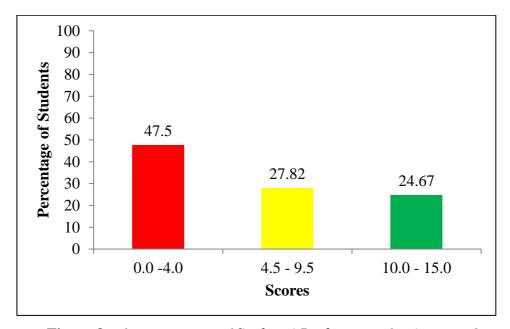


Figure 8: The Percentage of Students' Performance for Question 8

The students who scored marks from 4.5 to 9.5 had moderate knowledge on the subject matter, especially on the contributions of mining industry to the economy of Tanzania. Some of the students had good flow of ideas, but they failed to exhaust the required number of points. Others scored average marks because of repeating of some points, providing irrelevant introductions and conclusions. For example, one student provided relevant

introduction, but explained all points partially such as: *Employment opportunities, Urbanization, Development of other sector, Provision of raw materials, Government earns foreign exchange, Development of trades in the country, Improvement infrastructure* and *Contributes to generation of power* and ended up with partial conclusions. The students' scores in this category varied from one student to another depending on the scope of their explanations of points, correct ideas, relevant introductions and the conclusions of their essays.

On the other hand, the students who scored from 0 to 04 marks demonstrated several weaknesses such as failure to understand the demands of the question and insufficient knowledge on the subject matter. For example, some students provided irrelevant introductions, explained partially five contributions of mining industry to the economy of Tanzania and they ended up with irrelevant conclusions. Other students failed to provide introductions, outlined few points without explanations and ended up with irrelevant conclusions. Other students provided partial introduction with incomplete responses then, ended up with partial conclusion. For example, one student provided a partial introduction and explained three points such as *employment opportunities*, *urbanization* and *provision of raw materials*. The strengths and weaknesses of their responses determined the variation of their marks.

In addition, 18.48 per cent of students who scored 0 mark had several weaknesses as some of them explained various unrelated concepts. For example, one of the students pointed out *tourism*, *cultural believes*, *stone age and feudalism* instead of contribution of mining industry to the economy of Tanzania. In a similar manner, another student pointed out *Solar energy*, *Solar system and Solar power*. Further analysis showed that other students misinterupted the question by explaining the conditions

necessary for locating an industry, instead of the contributions of mining industry to the economy of Tanzania. Extract 7.1 is a sample of such weak response.

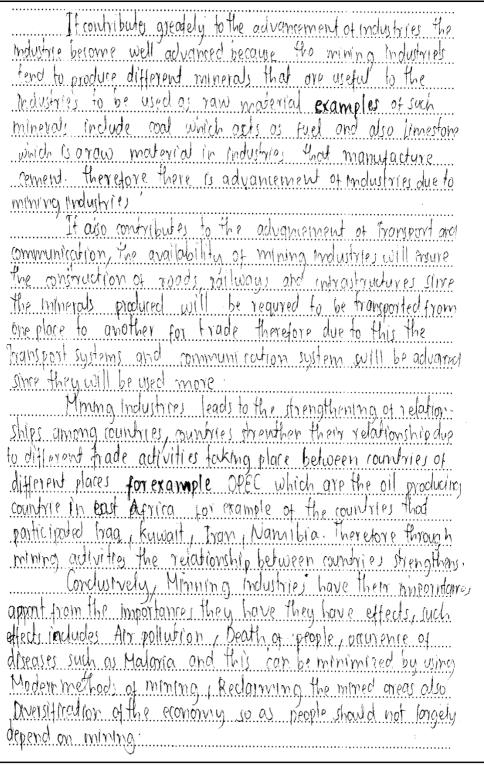
Qng Mining + in the process of extracting valuable geographical substance from the crossis . UCh as Mineral there are many type of mineral like Diamond Gold, Janzanite and etc tha + mineral found in the could it means underground, the people people can get the mine ral underground for use the model intrument or tools because the mineral donot getted early preame the mineral have present for from the underground with me live a no for this protect of extracting valuable open paphical Substance from the crusts a noget many profit such as mineral, income, opportunity for personit do work to the process, but if thing having the profit must be having the effect, the mining. having more effect in the environment such as cause airpollution, decreey the ozone layer and too cause desert, the desert becoming when the mining industry start to protect the area upto left that area be it is mining industry so the min ing industry having the profit toke human being but harmful tetterminantent The following girthe contributions of mining industry to the economic of Tanzania cause air pollution or Noise pollution. These are become when the pecion ext ratifing radiable of engraphical substance tromthe crustruch or mineral, the person before of other mineral must be extracting the ground and inthe ground havi non the sollercolons and another thing so the now pollution from the arro und must be ground in the atmosphere and in the atmosphere having many living thing that living within it like human being, animal anderto So If the notice entation (pollution) round in the atmosphere can cause the effe (140 the living toing sotte process of extracting valuable opening hical substa nce from the crust, it do living thing to affected with noise pollution defroy the ozone layer? when the miner extracting ground the notifically tion can be go to the trut marpheric pressure and lastly later ozone layer and it cause the exerce layer to destroyed after the exerctayor destroyed the earth Cambo affected with raylof sun because the lun have a hot can sey t he not of sun 152000 certificate so it the rays of lun coming to the earth mithout keeping with cook layer the living thing in the earth must be pount perame the zon have anot tothe brokers of extracting rapid ple decorrationing imperation is transfer character quitable the osone lander of the banth

Extract 7.1 A sample of incorrect responses for question 8

In Extract 8.1, the student provided relevant introduction but failed to meet the demands of the question as he/she provided effects of mining instead of contributions of mining to the economy of Tanzania.

The students who scored from 10 to 15 marks demonstrated mastery of the subject matter, had sufficient essay writing skills and focused on the demands of the question. In this category, the majority of students provided sufficient introductions, explained five contributions of mining industry to the economy of Tanzania, as well as presented relevant conclusions. For example, the correct responses explained by the students were as follows: Employment opportunities, Development of other sectors, Provision of raw materials to manufacturing industries, Government earns foreign exchange, Development of trades in the country, Improvement of transport and communication and Contribute to generation of power like coal, Petroleum, uranium and natural gas example Songas in Tanzania. Moreover, the students ended up with relevant conclusions. Similarly, other strengths demonstrated by the students in this category were their ability to provide exhaustive explanations of the points, sufficient organizational skills in essay writing rules and good English Language skills. Extract 7.2 is an illustration of a sufficient response for question 8.

from the ground Mini using fire and explading methods of mining use good and well advanced hology the main methods for extracting minerals Open cout intruling, underground untiling and also placer method Placer method is mostly used in taking the alluvial minerals from the water bodies this method is mostly wed involve thomselves in minihave a great condition the economic of lamania, such contributions include the Employment opportunities, people place are employed either directly or indirectly. Employment opportunes go to the ones who miline in the mining areas and in every sector in an industry someone has to be employed for the industries to grow economically Indirect employees me mostly provide food to the workers so as the worker an commit their work well therefore employment opportunit res. towns grow because of them being South Africathou comulaction of Radd In for Diamond production



Extract 7.2 A sample of correct responses for question 8

2.3.3 Question 9: Manufacturing Industries

In this question, the students were required to describe five types of manufacturing industries found in East Africa. The question was opted for by 105,281 (17.5%) out of 602,569 students. The analysis showed that 89,877 (85.37%) scored from 0 to 04 marks, 10,507 (10.86%) scored from 4.5 to 9.5 marks and 3,148 (3.77%) scored from 10 to 15 marks. The performance of the students for this question was weak as only 14.63 per cent of students scored from 4.5 marks and above. Figure 9 illustrates the students' performance for this question.

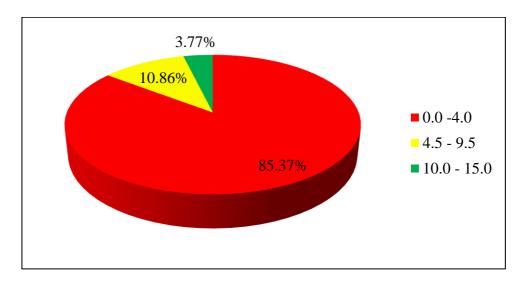


Figure 9: The Percentage of Students' Performance for Question 9

The majority of students (85.37%) who scored from 0 to 04 marks lacked sufficient knowledge of the subject matter, misinterpreted the demands of the question, lacked essay writing skills and had inadequate mastery of English Language skills. For example, 54.49 per cent of students who scored zero some of them provided irrelevant introductions of manufacturing industries and examined incorrect types of manufacturing industries in East Africa. One student gave inadequate introduction, mentioned wrong points without explanations such as *Energy industries*,

Food Processing industries, Textile industries, Tobacco processing, Cigarette industries and ended up with irrelevant conclusion. Another student copied word and sentences from question 4 and presented them as his/her responses like, the student were watching a video program showing the earth's surface in Tanzania, which was irregular, difference in altitudes and slope give rise to different features and human activities observed in the video program. Another student explained the factors for location of industries like availability of raw materials, availability of market, availability of labour and availability of power supplies, instead of describing the types of manufacturing industries. Extract 8.1 illustrates incorrect response for question 9.

Manufacturing Industries u the type of formi Atorca which the peopelt keep anima ng of people of groulty animals

Extract 8.1: A sample of incorrect response for question 9

In Extract 8.1, the students wrote on agriculture and mining instead of giving relevant introduction on manufacturing industries. In the main body he/she explained unrelated types of industries (Constuctive industries, Extractive industries and polishing industries) instead of describing five types of manufacturing industries found in East Africa. Furthermore, the

student ended up with irrelevant conclusion with poor English Language skills.

The students who scored from 4.5 to 9.5 marks had some strengths and weaknesses in their responses, which indicates partial knowledge on the subject matter. Most of them were able to provide relevant introductions, described few types of manufacturing industries found in East Africa with partial conclusions. For example, one student provided partial introduction of manufacturing industries and their types such as *Energy industries*, *Textile industries*, *Food processing industries* and *Lumbering industries*. The student also ended up with partial conclusion while some students mixed up relevant and irrelevant points. For example, one student wrote correct points as *Energy industries*, *Tobacco processing* and *Cigarette making industries* while, the incorrect response was *Tertiary industries*. Another student provided relevant introduction, wrote only three types of manufacturing industries as *Food processing industries*, *Tobacco industries* and *Textile industries* with relevant conclusion.

Although the question was poorly performed, there were students who scored high marks (11 to 15) marks. These students had adequate knowledge on the concept of manufacturing industries. They understood the demands of the question and had good essay writing skills. Those who scored 15 marks gave a relevant introduction, correct descriptions of the points and a relevant conclusions. For example, the relevant introductions provided by some of the students were such as:

- (i) Manufacturing industry deals with large-scale production of sufficient using machine.
- (ii) Manufacturing industries are industries engaging in production of finish products to be used by people.

(iii) Manufacturing industries is a place where raw materials are changed to products useful to man.

Further analysis shows that the majority of students in this category described relevant points such as *Energy industries, Lumbering industries, Food processing industries, Textile industries, Chemical industries, Metal industries, Tobacco processing* and *Cigarette making industries.* Moreover, these students provided relevant conclusion. Extract 8.2 illustrate correct response for question 9.

9. TYPES OF MANUFACTURING INDUSTRIES
IN FAST AFRICA.
Manufacturing industries are industries that deal with the
changing of row. materials to finished goods these inclustries are mainly
for the purpose of getting tinished products for manufacturing industries
to be established the following fuctors are to be considered Labour.
we sources water for unbrusting and wolling modines, or ough copital.
to buy necessary machines and to pay the emplayed Labour and also
good government support from the country Tanzania w an East Africa
wontry which we now skuggling to improve its includings the slagar.
is "Tanzania of Industries" whereas the saintry is providing all the
neurosary countries to improve its industries the following are types
of Monufacturing industries in Janzania, kenya and Inganda;
Textile industries these inclusives are types of industries which
.deal with using xan materials such as votton silk-linen and Leother
to make dothes. These industries are situated in different parts of
the country. In Janeanla Mere are industries such as mustex
in Muanza, Mutex in Musama and watiki teather in Dartes -sa-
laam. In kenya we have Industries such as bata which makes
mostly slippers and shoes. He also have the wop which makes
leather shors to be worn. These industrics make accessives
which ove highly demanded in EastAMica.
Food and beverage processing industry. These industries deal
with producing simple food substances and drinks such as the
juices chama, biscuits, icecnearms. There products are made tom.
van moterials such as fruits, vanilla, wheat, coffee framples of the
Industries in East Amoon include yoy tamous industries uch as
.Matt.companies, Bakhresayand Azam companies which produce
goods which are highly requested such as Bakhresa who has
made iceureums, drinks, snacks, bbouilt and are highly sold in
East Atrica and other parts
1

tron and steel inclustries. These inclustries are not highly
developed in fast Attican countries but they are yet to be highly
recognised trose industries offer very many products such as
man bas for making doors, deks and chairs, offer bas to make &
standing pasts offer poles for building houses especially in the
first steps of constructing houses also some iron-products are
wed to bar windows these industries are very useful since they
nelp in building other industries.
cosmetio industries Producers of beauty products and herbs.
These inclusives paduce alot of product that create a market for
most women in the society. The cosmetto industries produce oils which
are used for moisturizing skin, deodorant for improving ane's !
smell and sprays these industries also produce herbs or
medicines which are used to heat skin related problems such
as rashes, and scabies or diseases such as measles and chicken
pax which use lations to heat Also some medicines for flux are
made like the beauty products home his industry produces
alot of products.
cement and building materials industries. There industries
deal with the making rement together with other building.
materials. They are usually situated in remote areas of the wuntry,
these areas gould be in villages such as in kigama or kilosha.
where there are very few people these building mosterials made r
include the wood to be used in holding the building, stones
and bricks which are made by the use of five and Lautly
coment here industries include simba coment and Iwiga coment.
Manufacturing industries can follow an example of Japan.
to highly improve their industries in East AMCa, they can
improve by using both skilled and non skilled Labour, high.
government support, capital availability and use of highly
advanced technology so as to produce goods of very high.
quality.

Extract 8.2 A sample of a correct response for question 9

In Extract 9.2, the student met the demands of the question, described the five types of manufacturing industries found in East Africa correctly with good essay writing skills.

2.3.4 Question 10: Agriculture

The question required the students to explain five characteristics of small-scale agriculture. The question was opted by 460,709 (67.50%) out of 602,569 students. The analysis showed that 22,300 (49.74%) scored from 0 to 04 marks, 123,301 (30.32%) scored from 4.5 to 9.5 marks and 81,108 (19.94%) scored from 10 to 15 marks. The performance of the students for this question was average as 50.26 per cent scored above average marks. Figure 10 illustrates the students' performance for this question.

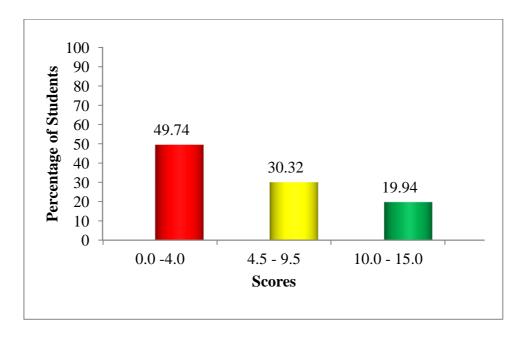


Figure 10: The Percentage of Students' Performance for Question 10

The students who scored from 4.5 to 9.5 marks demonstrated moderate knowledge of the subject matter. Some of them provided sufficient introductions, explained few points correctly, but failed to give sufficient conclusions. Others managed to explain one or two characteristics of small

scale agriculture without introduction and conclusion. The students who scored from 0 to 04 marks had inadequate knowledge of the subject matter and others failed to understand the demands of the question. Some of them failed to score any mark. This is because they provided irrelevant introductions of small scale agriculture and outlined incorrect characteristics of small scale agriculture. For example, one student provided an introduction of agriculture as a farming activity practiced on the large plot of land most of which do not exceed four hectors. Another described small scale agriculture as An economic activity of keeping livestock only. In addition to that, some students who scored low marks mentioned correct points, but failed to give clear descriptions. Others managed to provide introductions but failed to give sufficient descriptions of the characteristics of small scale agriculture. For example, one student provided relevant introduction, but provided only one characteristics of small scale agriculture like, It uses simple tools and Crops produced are for consumption only, then ended up with irrelevant conclusions.

Misconception was also observed in some of the student's responses as they provided irrelevant introductions. They provided descriptions of large scale agriculture, described ranching and small scale mining, instead of giving relevant introductions on small agriculture. Extract 9.1 represents such a inadequate responses.

10: Agriculture is the branch of science that deals with
animal keeping and crop cultivation. Agriculture is grouped into two
categories that are small cale agriculture and large cale agriculture!
small rate is done in large areas while Large -reale is done is small,
geographical areas. There are different characteristics of each category monthonal
The following are the characteristics of small reale
Agriculture. The below are as follow / observed:
High Technology, In small scale Agricultural sites there
is high technology in cultivation of crops of and Animal keeping porexample
wing trucks to harvest crops, wing some crops to feed on the Animals in order
to be healthy and able to reproduce.
Enough storage facilities. In most of areas different
farmen have developed + small scale Agriculture. Mut of them have
different great where they can keep their harvested items like ! Milk,
meat and wool from Animali and grains, vegetables and freits from in
crops or plants:
Has High capital, Most farmers that work in small
ecale areas have high capital due to their work of harverting and
planting now crops. This leads to the colling of none goods and
that Is how a farmer gets enough income for his use
Facilitates the development of markets, when a
Famer makes or gains items he she should transfer them to the market
as a discount or have a large to the state of
so as different customer can buy and use the items, And that
how the markets get to develop because the costumers will keep buying
the items from the same area.
High population increase, this is experienced when a
farmer has many Labourers and that is how the population of people
increases and make the development of Agricultural adivition.
Conclusively. The above where the characteristic of
small croale Agriculture. There are also characteristics by Agriculture in large
ease area like reducing over grazing, pollution decrease and so many more.

Extract 9.1 A sample of incorrect responses for question 10

In Extract 10.1, the student provided introduction on agriculture instead of small scale agriculture and explained the characteristics of large-scale agriculture instead of small scale agriculture.

The analysis of students' responses indicated that, 81,108 (19.94%) students who scored from 10 to 15 marks had adequate knowledge and essay writing skills. For example, one student provided introduction of small scale agriculture as *The type of agriculture practiced on the small plot of land most of which do not exceed four hectors each*. The student also explained five characteristics of small scale agriculture as: *Labour power is provided by family members, The farms are small in size, Simple technology is used, Inadequate storage facilities, Low initial capital for establishment, Different cultivation methods are employed and It is mostly for consumption and ended up with a relevant conclusion. On the other hand, some students gave relevant introductions, explained five characteristics of small-scale agriculture without relevant conclusions. The accurateness and clarity of their responses led them to vary in their marks. Extract 9.2 is a sample of correct responses for question 10.*

Question 10;	
CHARACTERISTICS OF SMALL SCALE AGRICULTURE	
Agriculture is the human activity which involves growing	
of chops and keeping of animals there are two types of	
agnoulture which are small scale agnoulture and large	,
scale agriculture. Small scale agriculture is the type of agriculture	e
which involves growing food crops and cash crops on a small	
area and keeping of little number of onimals. The following are the	
Little capital is used, Small scale agriculture requires small	
amount of capital because it has deep costs when establishing	
since it takes place on a small area also the necessary	
meaniments for establishing small scale agriculture are	
wery sheap since it does not use high technology when	
establishing the farms	
Simple tools are used In small scale agriculture simple	
lools are used such as hand hoe, rakes and spades since the	
area in which the crops are aultivated is small therefore.	
it doesn't require advanced tools such as tradars which	
are used in the cultivation of a large prece of land	
and which are very hard b operate compared to tond hoes.	
No little use of chemicals; In small scale agriculture	
there is little or no use of chemicals because the area	
that is aultivated is not that big for the crops that are	
grown to be attacked by pests which can make the use of	
andy when the pests become uncontrollable in the farm	
family labour is dominant; In small scale agriculture	
family labour is dominant because the small scaled forms are	
aun the farm can act as the labour towards the farm by	
doing the cultivation process, the harvesting process,	

undering process and also taking care of the animals in the form:

Paor farming methods in small scale agriculture there are

poor farming methods such as shifting autivation which involves shifting to different places after the land that is used get exhausted. This method can cause many parts of the land to be exhausted since the former moves the form to different places without doing other advisities that can make the exhausted land to goun it fertility.

Conclusively small scale agriculture has some advantages and some disadvantages. The advantages of small scale agriculture are it requires small capital former gets balanced diet former gets both food crops and cash crops while the disadvantages includes; there is law production the crops are not or high quality since.

Extract 9.2 A sample of correct responses for question 10

3.0 PERFORMANCE OF STUDENT FOR EACH TOPIC

In Geography Form Two (2021) National Assessment, 11 topics were assessed. The topic assessed were: Concept of Geography, Map work, Solar System, Agriculture, Sustainable Forestry, Weather and Climate, Power and Energy Resources, Features of the Earth's Surface, Sustainable Mining, Transport and Manufacturing Industries.

The analysis of the students' performance shows that students had good performance in question 3 (True /False), where 95.63 per cent of students scored 3.0 marks or above, out of the 10 marks allocated to this question. Another good performance was in question 1 (Multiple choices) in which 90.40 per cent of the students scored between 03 to 10 marks. The question assessed various topics such as *Concept of Geography, Map Work, The Solar System, Agriculture, Sustainable Use of Forest Resources, Solar System, Weather and Climate.* High performance in these questions was caused by the student's adequate knowledge in the topics assessed and good command of English Language proficiency.

Average performance was in the topics of *Agriculture*, *Solar System* and *Mining*. These topics were assessed in question 10, 2 and 5 with a performance of 50.26, 50.29, and 36.36 per cent respectively. The average performance of student's shows they had moderate knowledge of the topic assessed, ability to understand demand of the questions, essay writing skills and flow of English Language.

The weak performance was observed in four the topics namely; Features of the Earth's Surface (26.19%), Transport (21.41%), Map Work (16.66%) and Manufacturing Industries (14.63%) which were assessed in questions 4, 7, 6 and 9 respectively. Weak performances of students was due to lack of adequate knowledge on Geographical features, essay writing skills and

skills in map work, as demonstrated in question 4,7, and 6 respectively.(See figure and appendix).

4.0 CONCLUSION

The analysis of individual questions shows that the general performance of Geography subject in the Form Two National Assessment (FTNA) 2021 was average as 52.30 per cent of students passed. The level of performance has improved in relation to that of 2020 where 49.93 per cent of students passed. Some students answered the questions correctly though there were other students who had inadequate performance in the four topics (*Features of the Earth's Surface, Transport, Map Work* and *Manufacturing Industries*) as marked by red colour in the appendix. The reason that contributed to the inadequate performance in these topics were limited knowledge on the subject matters and failure to understand question demands.

The students who performed well had sufficient knowledge of the subject matter of the topics that were assessed. Furthermore, the students identified the demands of the questions, had adequate English Language skills and observed essay writing rules. On the other hand weak performance in questions 4, 7, 6 and 9 for some of the students was due to inadequate knowledge in map skills, human economic activities such as transport and manufacturing industries and on the features of the Earth's surface. In addition, inadequate skills in essay writing, failure to understand question demands and poor English Language skills affected some of the students' performance.

5.0 **RECOMMENDATIONS**

In order to improve the performance of the students in the Geography subject assessment, the following are recommended.

- (a) Teachers are encouraged to use participatory methods in their teaching and learning processes, case study, site visits, use of pictures, group discussions and role plays in the topics which proved to be challenging.
- (b) Schools should encourage the use of English Language by establishing various programs.
- (c) Teachers should encourage students to read various books to increase more knowledge and skills in different topics.
- (d) Teachers should guide students on how to identify the task in the given questions.

APPENDIX

Geography FTNA 2021

	Topic	Performance-Question wise		
S/N		Question Number	Percentage of students who scored 30% and above	Remark
1.	Sustainable use of Energy Resources, Solar system, Weather, Map Work, Features of the Earth's Surface, Agriculture.	3	95.63	Good
2.	Concept of Geography, Map Work, Solar system, Agriculture, Sustainable use of Forest Resources, Weather, Climate	1	90.41	Good
3.	Agriculture	10	50.26	Average
4.	Solar System	2	50.29	Average
5.	Mining	5 & 8	36.36	Average
6.	Features of the Earth's Surface	4	26.19	Weak
7.	Transport	7	21.41	Weak
8.	Map Work	6	16.66	Weak
9.	Manufacturing Industries	9	14.63	Weak

