

12.0 GEOGRAPHY (312)

The year **2011 KCSE Geography** examination was presented in two papers: **paper 1 (312/1)** covers the “**physical geography and map reading**” while **paper 2 (312/2)** examines “**Human and economic geography, photographic interpretation skills and simple arithmetic calculations**”. Each of the two papers had ten (10) questions.

This report analyses the performance of candidates in the year 2011 Geography examination papers, paying special attention to the poorly performed items. It looks at what the questions tested, the candidates’ weaknesses and possible reasons for their poor performance. It also gives advice to Geography teachers with the aim of improving future performance in the subject.

12.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows the overall performance in Geography over the period 2008 to 2011

Table 23: candidates overall performance in Geography for the last four years.

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2008	1		100	35.91	17.10
	2		100	38.08	16.35
	Overall	109,745	200	74.01	31.92
2009	1		100	33.29	16.54
	2		100	42.56	15.87
	Overall	112,446	200	75.73	30.88
2010	1		100	37.26	17.07
	2		100	38.00	14.62
	Overall	112,402	200	74.98	30.36
2011	1		100	41.11	17.60
	2		100	42.23	16.65
	Overall	121,142	200	83.30	32.83

The following observations can be made from the table above:

The candidature increased from **112,402** in 2010 to **121,142** in 2011.

There was an improvement in performance in paper 1 (312/1) from a mean of **37.26** in 2010 to **41.11** in 2011. There was also an increase in performance in **paper 2 (312/2)** from a mean of **38.00** in 2010 to **42.23** in 2011.

The improvement in the performance of the two papers led to the increase in the overall mean to **83.30** in 2011 from **74.98** in 2010.

The best performance over the four year period was in the year 2011 which had an overall mean of **83.30**.

The standard deviation in both papers shows a reasonable spread of candidates' scores.

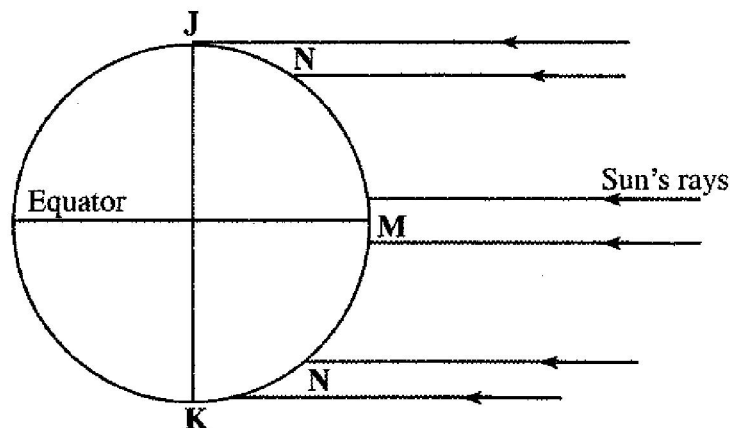
The overall performance of the subject improved as questions were performed well. The questions that were performed poorly will be discussed in the following section.

12.2 Paper 1 (312/1)

The performance of candidates in this paper improved from a mean of **37.26** in **2010** to **41.11** in the year **2011**. This report looks at questions **1(b)** and **6 (b) ii** which were performed poorly.

Question 1 (b)

Use it to answer questions (a) and (b).



Give two reasons why the intensity of the insolation is higher at **M** than at **N**

Weaknesses

Majority of the candidates could not account for the variations in the intensity of the insolation.

Expected response

- there is higher concentration of heating at **M** than at **N** because the surface area at **M** is smaller than at **N**
- The angle of incidence of the sun's rays at **M** is higher than at **N** hence the variation in the intensity.
- At **N**, the sun's rays travel a longer distance than at **M** thus losing the heat resulting to low intensity.

Advice to teachers

Teachers should use maps, the globe, atlases and e-content to enhance the acquisition of knowledge.

Question 6 (b) ii

State three problems that may be encountered during the construction of roads in the area covered by the map.

Weaknesses

Many candidates gave general responses on road construction instead of relating to the map. Several candidates gave incomplete answers.

Expected response

- The rugged relief/ steep slopes/ many hills may necessitate road cuttings/many road bends
- Many rivers/river valleys may lead to the construction of many bridges/culverts.
- The high density of settlement may lead to high cost of compensation.
- The presence of Rurie swamp/swamps may lead to detouring of roads/tracks
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Advice to teachers

This was an application question. Learners should frequently practice on map work to keep them abreast with map reading and interpretation.

12.3 Paper 2 (312/2)

The performance of candidates in this paper improved from a mean of **38.00** in **2010** to **42.23** in the year **2011**. This report looks at questions 6(a) and 10(a) which candidates had problems answering.

Question 6 (a) i, ii

Draw a rectangle measuring 12 cm by 8 cm

On the rectangle, sketch and label the following features shown on the photograph:

- planted crops
- tree stumps
- forest
- felled trees
- the sky

Weaknesses

Many candidates were not able to give the correct measurements. The sketching was rough and alignment of features was poor. There were few cases of symbols used.

Expected responses

Question 6 (b) ii

State three problems that may be encountered during the construction of roads in the area covered by the map.

Weaknesses

Many candidates gave general responses on road construction instead of relating to the map. Several candidates gave incomplete answers.

Expected response

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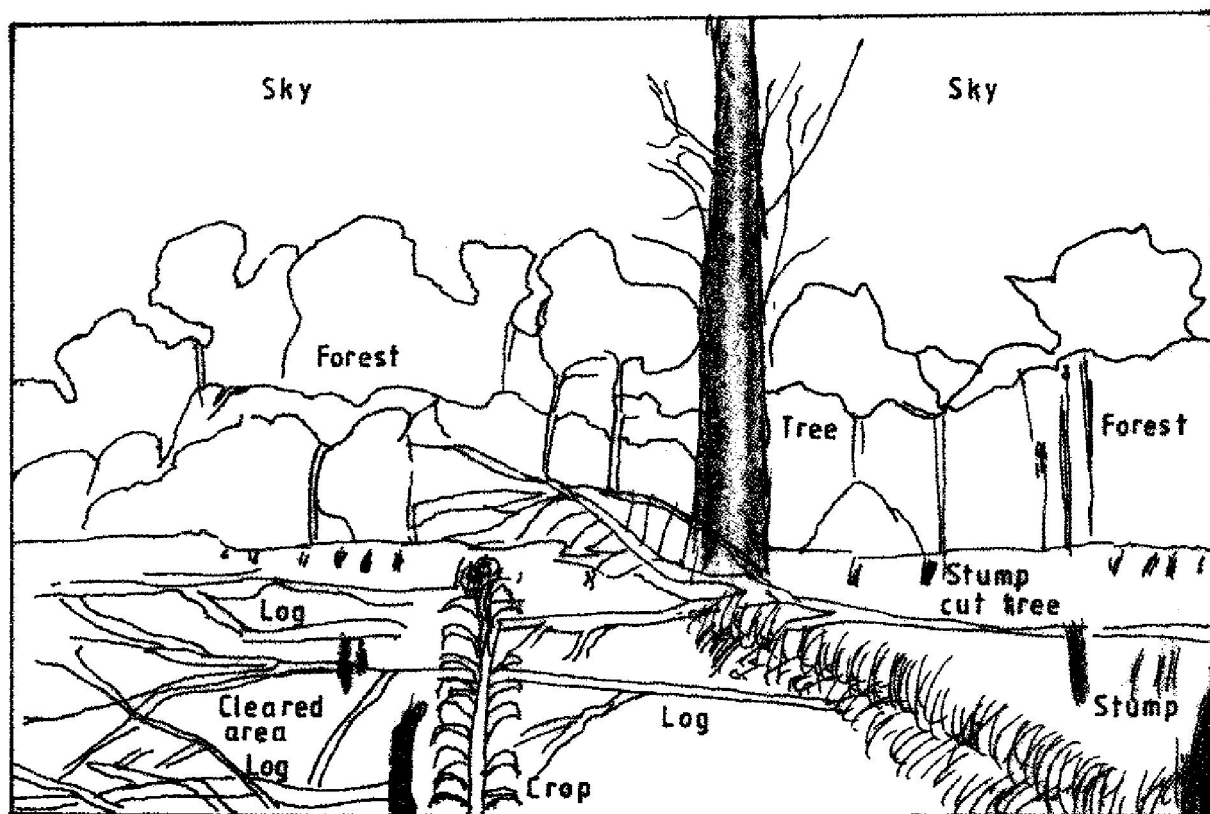
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Weaknesses

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Expected responses



Advice to teachers

Learners need to practice on sketching with the parts required in mind.

Question 10 (a)

Differentiate between a rural settlement and an urban centre.

Weaknesses

Most candidates brought out differences using the same words in the question. Outstanding features in the two areas did not come out.

Expected responses

A rural settlement consists of villages/scattered homesteads in the countryside where people engage mainly in agricultural activities/ primary economic activities, while an urban centre is an area with dense population and people engaged mainly in industrial/commercial activities.

Advice to teachers

The teachers must emphasize the importance of clarifying the meaning of terms.

GENERAL COMMENTS

Teachers should effectively cover the syllabus within the time allocated.

Teachers should desist from using unapproved revision materials and set standard tests for revision.

The teachers should teach their students to understand the rubric and follow it.

The teachers should train the students to avoid using a generalised approach to answer questions based on case studies.

Teachers should use teaching and learning aids like maps, charts and atlases in geography lessons for the learners to understand better the concepts

There is need to in-service geography teachers to handle the syllabus.