

REPORT ON CANDIDATES WORK – UCE EXAMINATIONS 2022

273/1 GEOGRAPHY

This paper consisted of parts **I** and **II**. Part **I** was compulsory 30 multiple choice questions. Part **II** had sections **A** and **B**. Section **A** had **three compulsory questions** (1. Map work, 2. Photographic interpretation, 3. Field work). Section **B** (geography of East Africa) had four questions from which a candidate was required to answer **only one**.

QUALITY OF THE PAPER

The paper; was prepared from the examinations syllabus that teachers are conversant with, clearly brought out the aims and objectives of the syllabus, and tested what is educationally relevant/ important.

2 hours 30 minutes allocated to the paper was adequate. The examinations questions were clearly phrased and no error was detected in the question paper. The level of difficulty of the elective questions varied. Questions; 4, and 5 were considered difficult, 7 average and 6 easy.

2022 paper was considered easier than that of 2020, and its syllabus coverage in terms of content, aims and skills was adequate.

PERFORMANCE OF CANDIDATES

The overall performance of candidates in the paper was rated as good, Question 6 was well done, and 5 was poorly done. Questions 4 and 6 were most attempted and question 5 was least attempted. None of the questions remained unattempted.

Compared to 2020, the quality of work and performance scores of 2022 candidates was better.

QUESTION ANALYSIS

Section A had 30 compulsory objective type questions. The chief examiner did not report on it so this compilation also left it out.

Question 1. It was a compulsory map reading question requiring the candidate to use a 1:50,000 survey map of Bulisa to establish the grid reference a road junction, identify a feature found at a given grid reference, calculate area covered by a given papyrus swamp, draw a sketchmap of area shown on the map and locate certain stated features, and describe the relation between relief and communication in the area stated in the map.

Since it was a compulsory question, all candidates had to attempt it.

Candidates weaknesses:

Most candidates who did not perform well in this question failed to; read the convention signs/ key, systematically calculate areas on a map, and interpret relationship between relief and communication on the map.

Advice to teachers:

Thoroughly explain to students the main concepts of map work/ studies and engage them in a lot of hands on with map work.

Question 2: Required the candidate to study a land use ground photograph and; draw its land scape sketch specifying certain features, explain factors that have affected road construction in the area using evidence, name sources of energy used in the area, name one area in East Africa where the photograph could have been taken.

We cannot report on the popularity of this question since it was compulsory and all candidates were required to answer it.

Candidates weaknesses:

Many candidates who did not perform well in this question did not; give evidence from the photographs to support their answers, show evidence of studying the photograph to answer the question but used general knowledge.

Advice to teachers:

Teach the photograph as a topic with all its principles and concepts to the learners instead of following sample questions from the past examinations papers. Use a variety of photographs to sink in to the learners the concepts of photograph study.

Question 3; Required the candidates to reflect on the field work they did either individually or in a group on a small-scale industry and report on; the topic, objectives, sketch map of the area studied (with emphasis on the small-scale industry, access roads, relief features, and water sources), the methods were used to collect the information, influence of the small scale industry on the surrounding area.

NB. The small-scale industry could be manufacturing, processing, extracting, or service.

It was a compulsory question so all candidates were required to answer it.

Candidates Weaknesses: Many candidates who did not perform well in this question; understood industry as large-scale manufacturing and did not reflect of the small-scale services, extractive, manufacturing (such as flour mills, rice hullers, carpentry, etc. they studied around or away from their schools).

Advice to teachers.

Emphasize to students that Field work is done in themes, and each theme has aspects.

When you take candidates out to fields example around our schools, you can cover many aspects such as small scale e.g. flour milling industries etc around the school, service industries e.g. restaurants, markets, etc around the school, extractive industries e.g. sand, stone, marram quarries around the school, etc, small scale manufacturing like liquid soap making and carpentry workshops around the school.

Expose learners to many field-works. All these can be done around the school (bearing in mind that fieldwork must be cost effective).

Question 4: Required the candidate to demonstrate understanding of climate statistic by: calculating total annual rainfall and annual temperature range from a given climate statistics table, drawing climate graph from climate statistics, reading/ identifying characteristics of climate of a place from its climate graph, relating climate characteristics to vegetation type and relating vegetation type to land use.

It was a popular question.

Candidates weaknesses:

Many candidates who did not perform well in this question did not; write correct title of the graph, calculate/ determine/ select correct scale of the graph, identify correct characteristics of the climate of the station from the graph, relate the correct vegetation type to the climate characteristics.

Advice to teachers:

Teach the techniques of; determining scales for different graphs, climate statistics to vegetation types and land use.

Give many activities about climate statistics to the learners.

Question 5: Required a candidate to study a given irrigation map of Kenya and; name the selected water bodies and irrigation schemes, a major crop grown in the selected irrigation scheme, describe the conditions that led to the establishment of irrigation schemes in Kenya, explain the benefits of irrigation farming to the peoples of Kenya, and outline the challenges facing irrigation farming in Kenya.

It was not a popular question.

Candidates Weaknesses:

Inadequate knowledge of the subject matter. Many candidates who did not perform well in this question gave answers on irrigation schemes such as Gezira, and Kilombero that are outside Kenya.

Advice to teachers:

Teach all the topics in the syllabus while emphasizing how one case within the topic/ theme differs from another, Encourage use of text books among the learners instead of pamphlets and other secondary notes.

Question 6: Required the candidate to; draw a sketch map of East Africa showing Lakes; Victoria, Natron and Bunyonyi, and the latitude Equator, name any four wildlife conservation areas in East Africa, explain the factors that favoured wildlife conservation in East Africa, and outline the problems facing wild life conservation in East Africa.

It was a popular question.

Weaknesses of the candidates:

Candidates who performed poorly in this question failed to; draw a correct sketch map of East Africa and or mark the correct location of the featured requires, name the wildlife conservation areas in East Africa but instead named the types of wild animals found in East Africa, name and explain factors that have favoured wildlife conservation in East Africa and outline problems facing wildlife conservation in East Africa.

Advice to teachers:

Distinguish between wildlife conservation and tourism. And encourage learners to know the important places in East Africa both in maps and by names.

Question 7: required the candidate to; explain the differences between adit and open cast methods of mining in East Africa, name minerals mined by each of those methods, describe the factors that have favoured development of mining industry in East Africa, outline problems facing mining sector in East Africa and explain the steps being taken to improve the mining sector in East Africa.

It was not a popular question.

Weaknesses of candidates:

Most of candidates who did not perform well in this question; did not name correct minerals associated with each method of mining, confused factors that favoured the development of mining industry in East Africa with the contribution of mining

industry to the development of East Africa, failed to explain the steps being taken to improve the mining sector in East Africa.

Advice to teachers:

Avoid spot teaching. Teach all topics in the syllabus and thoroughly, Use and encourage students to use a variety of sources to access a diverse and up-to-date geographical information.

273/2 GEOGRAPHY

This paper consisted of parts **I** (the rest of Africa outside East Africa) with four questions and **II** (studies in development) with nine questions. A candidate was required to answer two questions from part **I** and two questions in part **II**.

Part **II** comprises of three regions (Region **I**-North America, Region **II** –Rhinelands, and Region **III**-China). A candidate was required to answer only one question from one region.

QUALITY OF THE PAPER

The paper; was prepared from the examinations syllabus that teachers are conversant with, clearly brought out the aims and objectives of the syllabus, and tested what is educationally relevant/ important.

2 hours 30 minutes allocated to the paper was adequate. The examinations questions were clearly phrased and no error was detected in the question paper.

The level of difficulty of the elective questions varied. Questions;1, 4, 6, 7and 10 were considered difficult, 2,3,8,13,11 average and 5, 9, 12 easy.

2022 paper was considered easier than that of 2020, and its syllabus coverage in terms of content, aims and skills was adequate.

PERFORMANCE OF CANDIDATES

The overall performance of candidates in the paper was rated as good, Questions 2, 3, 5, 9, 13 were well done, and 1, 4, 6, 10, 11 were poorly done.

Questions 2, 4, 5, 6, 9, 13 were most attempted and questions 8, 11, 12 were least attempted. None of the questions remained un attempted.

Compared to 2020, the quality of work and performance scores of 2022 candidates was better.

QUESTION ANALYSIS:

Question 1: Required candidates to; draw a sketch map of Nigeria showing rivers Niger and Benue, Niger delta, the Atlantic Ocean, Port Harcourt and the oil palm growing areas; explain the characteristics of small scale commercial oil palm growing in Nigeria, describe the contribution of small scale oil palm farming to the people of Nigeria, and outline steps being taken to improve small scale commercial oil palm production in Nigeria.

It was not a popular question. Many candidates dislike drawing sketch maps.

Weaknesses of candidates;

Poor sketch maps (outlines and locating features required), failure to explain the characteristics of small scale commercial oil palm farming in Nigeria, use of wrong tenses when responding to questions.

Advice to teachers;

Encourage the learners to draw sketch maps. This can best be done by the teacher drawing maps on chalk board, charts, and giving frequent assignments that require candidates to draw sketch maps from text books and Atlases.

Question 2: required a candidate to; study a given climate statistics table and draw a climate graph to represent the details in the table, describe the characteristics the climate represented in the table/ graph, name the hemisphere with that type of climate, explain the environmental problems being faced by the people living in that climatic region and outline the measures being taken to address the stated climatic problems.

It was a very popular question.

Weaknesses of candidates;

Inability to use the use monthly temperature and rainfall variation to identify/ name a hemisphere, inability to determine an appropriate scale, and poor labelling of scales.

Advice to teachers;

Expose students to a variety of statistical methods.

Question 3: required the candidate to; study a given map of the Republic of South Africa and name selected river, waterbody, ports, and towns; describe factors that have led to the development of water transport in the Republic of South Africa, explain the contribution of railway transport to the development of the Republic of South Africa, and outline the challenges facing transport sector in the Republic of South Africa.

It was a very popular question.

Weaknesses of candidates;

Candidates who did not perform well in this question failed to; name the required features in the map, identify challenges facing transport sector in the Republic of South Africa.

Advice to teachers;

Expose students to learn from text books and Atlases.

Question 4: Required candidates to; explain the term urbanisation, describe functions of specific African urban centres outside East Africa, explain problems being faced by the people living in the urban centres in Africa, and outline measures being taken to improve the way of lives of the people living in the urban areas in Africa.

It was a popular question.

Weaknesses of candidates;

Most candidates who did not perform well in this question; defined rural urban migration instead of urbanisation, failed to attach specific examples to functions of African urban centres, mixing up the importance of urban centres with functions of urban centres.

Advice to teachers;

Thoroughly teach important geographical concepts.

Question 5: Required candidates to; study a given map of the state of California of the USA and name selected rivers, dams, water body, and industrial centres; identify type of industries in any one selected industrial centre, explain factors that have favoured the development of industries in the selected centre, describe the contribution of industries to the development of California; outline the steps being taken to improve the industrial sector in California.

It was a very popular question.

Weaknesses of candidates;

Most candidates who did not perform well in this question; used wrong tenses, failed to tie specific factors to specific industries,

Advice to teachers;

Emphasize use of correct tenses, teach specific cases.

Question 6: Required candidates to study a given table of volume of traffic along Montreal- Lake Ontario section of the St. Lawrence sea way during 2020 and;

compute the percentages, represent the information in a pie chart, name the product with the largest and the least volume transported along the section of the sea way, describe the conditions that made the chosen commodity to be the leading product transported along the seaway during the period, explain the environmental problems created by the construction of the sea way, and outline steps being taken to maintain the sea way.

It was a very popular question.

Weaknesses of candidates;

Many candidates who did not perform well on this question gave factors that favoured agricultural production in the Great Lakes region instead of factors that made agricultural products dominate cargo traffic along that section of the Sea Way, and gave problems facing the Sea Way instead of the environmental problems created by the construction of the Sea Way.

Advice to teachers;

Thoroughly teach interpretation of statistical data.

Question 7: Required candidates to; draw a sketch map of British Columbia showing coastal mountains, Pacific Ocean, Skeena and Fraser rivers, explain the conditions that have favoured the development of fishing industry in British Columbia, describe the methods used in preservation of fish in British Columbia, and outline the measures being taken to improve fishing industry in British Columbia.

It was not a very popular question.

Weaknesses of candidates;

Most candidates who performed poorly in this question; drew poor maps and wrongly located required features, failed to identify and explain right methods of preserving fish in British Columbia.

Advice to teachers;

Teach all aspects of topics in the syllabus, and give a lot of attention to candidates' drawings of maps.

Question 8: Required candidates to draw a sketch map of the Ruhr region of Germany showing selected rivers, canals, mining centres and coal fields, describe factors that have favoured coal mining in Ruhr region, explain challenges facing coal mining in the Ruhr region, and identify three uses of coal.

It was not a popular question.

Weaknesses of candidates;

Poor map outlines and locating places within the map, limited knowledge of the subject matter.

Advice to teachers;

Teach all topics in the syllabus, and guide learners in drawing sketch maps.

Question 9: Required candidates to study a given 2017 export revenue statistics of Switzerland and represent the information in a pie chart, identify the industry that contributed the most and the least to Swiss export revenue, name any three industrial centres found in Switzerland, describe factors favouring the development of industries in Switzerland, and outline problems being faced by industrial sector in Switzerland.

It was a very popular question.

Weaknesses of candidates;

Candidates who did not performed well in this question failed to identify the required industrial centres in Switzerland.

Advice to teachers;

Teach all aspects of this topic.

Question 10: required the candidates to give reasons for land reclamation in the Netherlands, describe the process of land reclamation in the Netherlands, explain the importance of the reclaimed land in the Netherlands, and outline the negative effects of land reclamation in the Netherlands and the steps being taken to address the outlined problems. It was not a popular question.

Weaknesses of candidates;

Candidates who did not perform well in this question did not show evidence of understanding land reclamation in the Netherlands.

Advice to teachers;

Teach thoroughly all the topics in the syllabus.

Question 11: Required the candidates to draw a sketch map of Hong Kong showing South China sea, selected harbours, islands and railway lines, define an entreport, describe the conditions that have favoured the development of Hong Kong as an entreport, explain the importance of Hong Kong entreport to China, and outline the problems being faced by Hong Kong as an entreport.

It was not a popular question.

Weaknesses of the candidates;

Candidates who did not perform well in this question did not draw a sketch map of Hong Kong, and used general knowledge to answer other parts of the question.

Advice to teachers;

Teach all topics in the syllabus.

Question 12: Required candidates to study a given map of China and name; the type of farming carried out in given three regions, three given urban centres, a given waterbody and a given neighbouring country; explain the factors that have led to dominance of grain farming in China, name problems facing agricultural sector in China and outline the steps being taken to improve the agricultural sector in China.

It was not a popular question.

Weaknesses of candidates;

Many candidates who did not perform well in this question did not have sufficient knowledge of geography of China.

Advice to teachers;

Discourage candidates from answering questions from a region where they are not taught, and teach all the topics in the syllabus.

Question 13: Required candidates to study a given 2021 statistical table of China's iron ore mining output and; draw a bar graph to represent the information, describe the trend of iron ore mining output in China, explain the factors favouring iron ore production on China, outline the problems facing mining sector in China and mention any two other minerals mined in China.

It was a popular question.

Weaknesses of the candidates;

Majority of the candidates who did not perform well in this question failed to describe the trends in iron ore mining in China in 2021.

Advice to teacher;

Teach the candidates all the aspects of statistics.