



10.0 GEOGRAPHY (312)

The year 2009 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 2009 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.

10.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows the overall performance in Geography over the period 2006 to 2009

Table 15: candidates overall performance in Geography for the last four years.

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1		100	46.12	19.23
	2		100	37.32	15.74
	Overall	97,991	200	83.44	33.00
2007	1		100	45.50	19.82
	2		100	48.14	16.37
	Overall	103,288	200	93.62	34.00
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

The following observations can be made from the table above:

- 10.1.1 The candidature increased from **109,745** in 2008 to **112,446** in 2009.
- 10.1.2 There was an improvement in performance in **paper 2 (312/2)** from a mean of **38.08** in 2008 to **42.56** in 2009. However, there was a drop in performance in **paper 1 (312/1)** from a mean of **35.91** in 2008 to **33.29** in 2009.
- 10.1.3 The improvement in the performance of **paper 2** to a mean of **42.56** led to the increase in the overall mean to **75.73** in 2009 from **74.01** in 2008.
- 10.1.4 The best performance over the four year period was in the year 2007 which had an overall mean of **93.62**.
- 10.1.5 The standard deviation in both papers shows a reasonable spread of candidates’ scores.

Although the overall performance improved, some questions were performed poorly. These will be discussed in the following section.

10.2 PAPER 1 (312/1)

The performance of candidates in this paper declined from a mean of **35.91** in 2008 to **33.29** in the year 2009. This report looks at questions 6(a) and 9 (b) which were performed poorly.

Question 6

- (a) i) Name the three districts crossed by the all-weather road (bound surface) in the north-western part of the map extract.
- ii) Using the marginal information, give the magnetic variation of the area when the map was drawn.
- iii) Measure the shortest distance along the loose surface road from the junction at Marumbasi (grid reference 286548) to the school at Chebirbei (grid reference 344518). Give your answer in kilometres.

Weaknesses

Some candidates were not able to measure the distance and give the answer in the correct units.

Expected response

- (a) i
- Kisumu District
 - Homa Bay
 - Kericho
- ii 2°33'
- iii 8.5 (+/- 0.1) km.

Advice to teachers

This was a question that tested the skills of locating places on a map, measuring distances and reading the marginal information in map reading. Teachers should ensure that they teach the candidates these skills and practice on them.

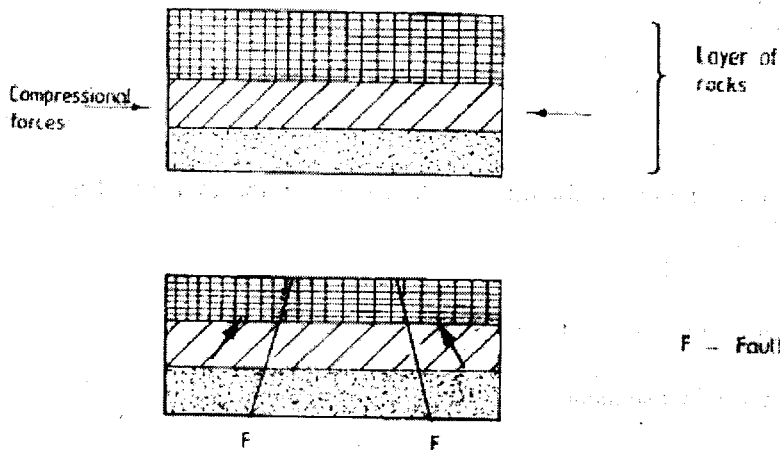
Question 8 (b)

With the aid of diagrams, describe how compressional forces may have led to the formation of the Great Rift Valley.

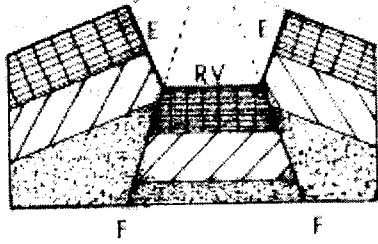
Weaknesses

The candidates were not able to draw diagrams and they were also not able to show the steps in the text.

Expected response



Two parallel lines of weakness develop and these form reverse faults.



R V - Rift valley
 F - Fault
 E - Removed by erosion

- Layers of rocks are subjected to compressional forces
- Two parallel lines of weakness develop and these form reverse faults
- Compressional forces may push the outer blocks towards each other
- The outer blocks ride over the middle block
- The sunken middle part forms a depression called a rift valley.

Advice to teachers

The teachers should always ensure that candidates draw good and clear diagrams when required. The candidates should also be taught how to follow the steps in the formation of geographical features.

10.3 PAPER 2 (312/2)

The performance of candidates in this paper improved from a mean of **38.08** in 2008 to **42.56** in the year 2009. This report looks at questions 3 (a) and 7 (b) which candidates had problems answering.

Question 3 (a)

Outline three physical factors that favoured the development of the Seven Forks hydro-electric power scheme.

Weaknesses

The candidates were not able to give specific information required in a case study.

Expected responses

- Presence of hard basement rock.
- Presence of large volume of water from River Tana.
- Presence of water falls/rapids/deep gorges.
- Regular/constant flow of the River Tana.
- Presence of impervious rock.

Advice to teachers

In the case of case studies, specific information is required, for this question the mention of River Tana was crucial in the answers.

Question 7 (b)

Describe the stages involved in coffee production from picking to marketing.

The candidates were required to describe the stages in a sequence.

Weaknesses

The candidates left out crucial stages and the ones mentioned were not in a sequence.

Expected responses

- The ripe/deep red berries are picked by hand.
- The harvested berries are carried in baskets/sacks to the factory.
- The berries are sorted out to remove the unripe/diseased berries.
- The berries are graded into Grade A and B.

- The different grades are weighed.
- Berries go through a machine that removes the outer covering/pulp.
- The beans are fermented in tanks for sometime.
- The beans are washed and then sun dried for about a week.
- The husks are removed and the beans winnowed. The beans are sorted out and graded according to size and quality.
- The beans are roasted at temperatures of about 100°C.
- The beans are ground into powder and packed ready for sale.

Advice to teachers

The teachers must emphasize the importance of sequence in such a question.

10.4 GENERAL COMMENTS

10.4.1 Teachers should effectively cover the syllabus within the time allocated.

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

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

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

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