



## 3.2 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 statistics**”. Each of the two papers had ten (10) questions.

This report analyses the performance of candidates in the year 2012 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.

### 3.2.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows the overall performance in Geography over the period 2009 to 2012

**Table 9: candidates overall performance in Geography for the last four years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2009	1		100	33.29	16.54
	2		100	42.56	15.87
	<b>Overall</b>	<b>112,446</b>	<b>200</b>	<b>75.73</b>	<b>30.88</b>
2010	1		100	37.26	17.07
	2		100	38.00	14.62
	<b>Overall</b>	<b>112,402</b>	<b>200</b>	<b>74.98</b>	<b>30.36</b>
2011	1		100	41.11	17.60
	2		100	42.23	16.65
	<b>Overall</b>	<b>121,142</b>	<b>200</b>	<b>83.30</b>	<b>32.83</b>
2012	1		100	40.10	16.71
	2		100	53.10	16.00
	<b>Overall</b>	<b>117,731</b>	<b>200</b>	<b>93.16</b>	<b>31.27</b>

The following observations can be made from the table above:

- 3.2.1.1 The candidature decreased from **121,142** in 2011 to **117,731** in 2012.
- 3.2.1.2 There was a drop in performance in paper 1 (312/1) from a mean of **41.11** in 2011 to **40.10** in 2012. There was a big improvement in performance in paper 2 (312/2) from a mean of **42.23** in 2011 to **53.10** in 2012.
- 3.2.1.3 The improvement in the performance of the paper 2 led to the increase in the overall mean to **93.16** in 2012 from **83.30** in 2011.
- 3.2.1.4 The best performance over the four year period was in the year 2012 which had an over all mean of **93.16**.

3.2.1.5 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.

### 3.2.2 Geography Paper 1 (312/1)

The performance of candidates in this paper slightly dropped from a mean of **41.11** in **2011** to **40.10** in the year **2012**. This report looks at question 10 (b) which was performed poorly.

#### Question 10 (b)

Explain how the following factors influence soil formation

- (i) parent rock
- (ii) Biotic factors

#### Weaknesses

Many candidates could not explain how the two lead to soil formation. They stopped at rock weathering.

#### Expected response

##### (i) parent rock

- the nature of the rock influence the rate of weathering in that soft rock weather fast/ hard rock are resistant and weather slowly
- the parent rock determines the soil texture in that large/ coarse grained rocks produce large/ coarse grained soils.
- The minerals in the parent rock are transferred to the soil during formation.
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##### (ii) Biotic factors

- Micro organisms in the soil assist in plant/ animal decay to form humus
- The micro organisms mix and aerate the soils.
- The roots of plants penetrate the soil enabling it to become porous.
- When plants and animals die, they decay to form humus/ organic matter in the soil.

#### Advice to teachers

This was a question that tested the skills of explaining influence of factors. The teachers should differentiate between soil formation and weathering.

### 3.2.3 Geography Paper 2 (312/2)

The performance of candidates in this paper improved from a mean of **42.23** in **2011** to **53.10** in the year **2012**. This report looks at question 8 (b) which candidates had problems answering.

#### Question 8 (b)

Compare wheat farming in Kenya and Canada under the following subheadings:

- (i) research;

- (ii) government policy;
- (iii) transport.

### **Weaknesses**

Most candidates gave incomplete and generalized comparisons.

### **Expected responses**

- (i) **research**  
in Kenya, little research is being undertaken on wheat farming while in Canada there is advanced research on wheat farming which produces high yielding seeds/control of pests and diseases.
- (ii) **Government policy**  
In Kenya, there is no government policy on subsidies/ incentives to wheat farmers, while in Canada the government subsidizes the farmers in case of crop failure.
- (iii) **Transport**  
In Kenya, there is poor road/railway network in wheat growing areas, while in Canada there is elaborate railway network in wheat growing areas.

### **Advice to teachers**

In the case of comparisons, clear comparison should come out.

### **3.2.4 GENERAL COMMENTS**

- 3.2.4.1 Teachers should effectively cover the syllabus within the time allocated.
- 3.2.4.2 Teachers should desist from using unapproved revision materials and should set standard tests for revision.
- 3.2.4.3 The teachers should teach their students to understand the rubric and follow it.
- 3.2.4.4 The teachers should train the students to avoid using a generalised approach to answer questions based on case studies.
- 3.2.4.5 Teachers should use teaching and learning aids like maps, charts and atlases in Geography lessons for the learners to understand better the concepts
- 3.2.4.6 There is need to in-service geography teachers to handle the syllabus.