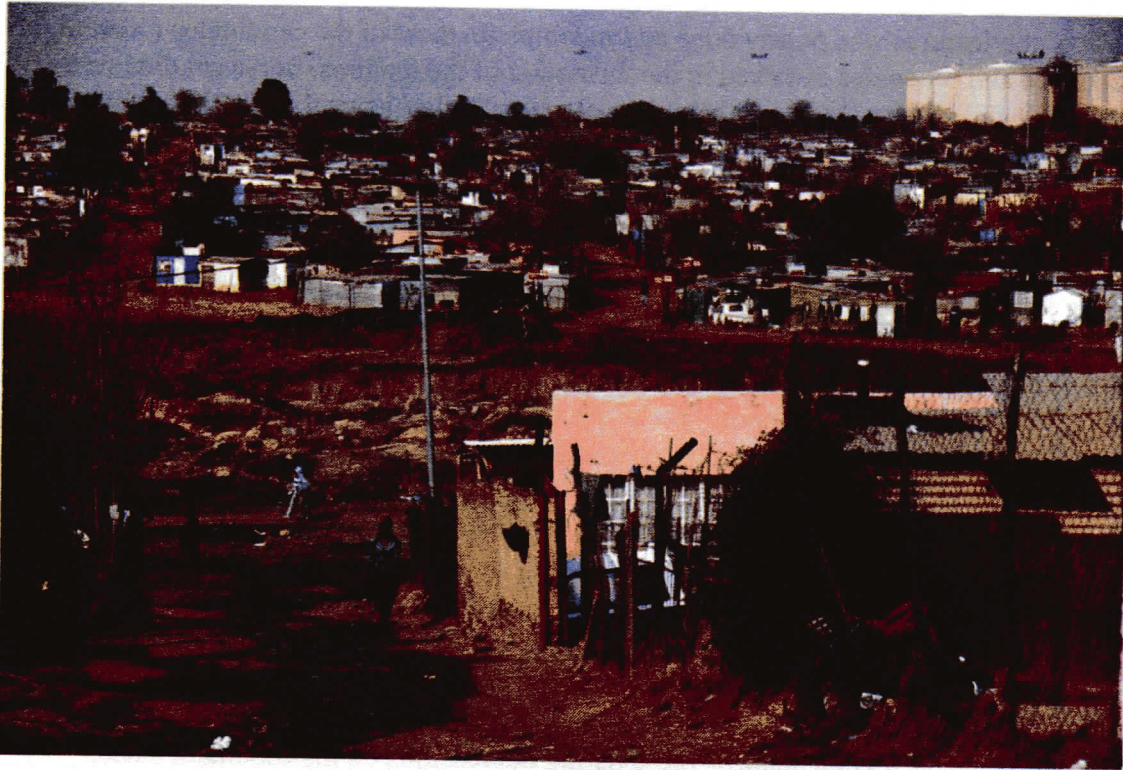


3.2.3 Geography Paper 2 (312/2)

The performance of candidates in this paper improved from a mean of **45.43** in 2013 to **53.81** in 2014. This report looks at questions 6(a), 7(a) which presented some difficulty in the way candidates attempted them.

Question 6 a

Study the photograph below and use it to answer question (a)



- (a) (i) Identify the type of photograph shown above. (1 mark)
- (ii) Name the type of settlement shown on the photograph. (1 mark)
- (iii) What time of the day was the photograph taken? (1 mark)
- (iv) Draw a rectangle measuring 15 cm by 10 cm. On it, sketch and label **five** human features shown on the photograph. (6 marks)

Weaknesses

Most candidates drew very poor sketches nearly showing symbols.

Expected responses

- (a) (i) Identify the type of photograph shown above.

Ground general view/Ground oblique.

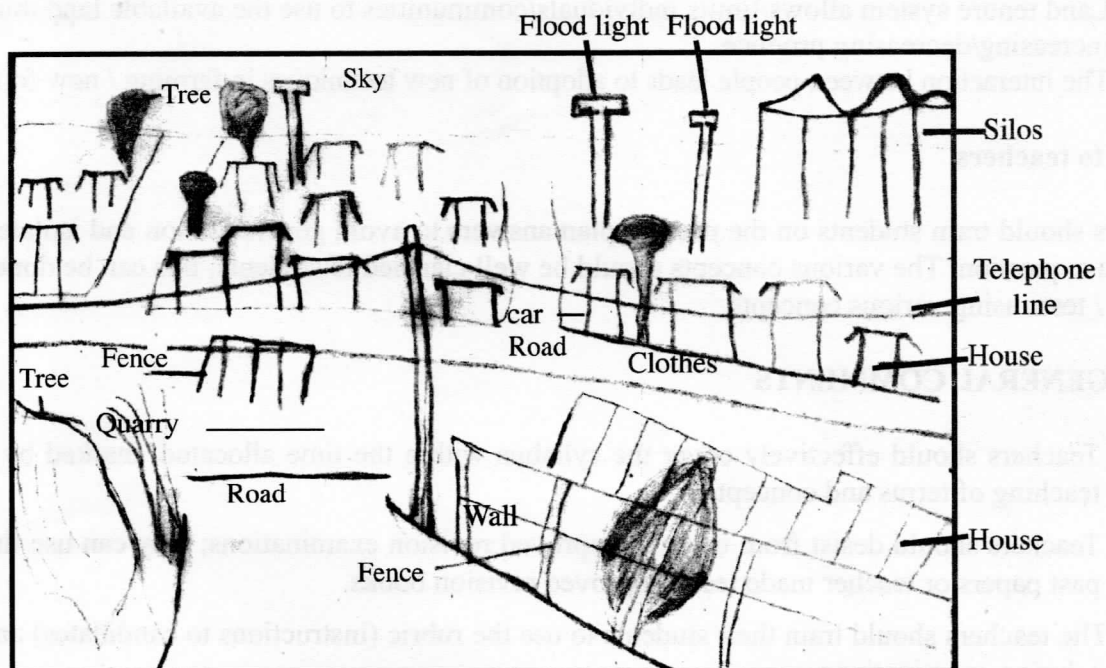
- (ii) Name the type of settlement shown on the photograph.

Informal settlement/urban/slum.

- (iii) What time of the day was the photograph taken.

Afternoon/mid morning.

- (iv) Draw a rectangle measuring 15 cm by 10 cm. On it, sketch and label five human features shown on the photograph.



- Drawing a rectangle correctly
- Roads
- Houses
- Silos
- Flood lights
- Telephone line
- Fences
- Planted trees.
- Wall.

Advice to teachers

Teachers should practice setting and marking more questions on photograph interpretation. Any photo sketching should always display features in the foreground, middle ground and background.

Question 7 a

- (a) Explain **three** social factors that influence agriculture.

(6 marks)

Weaknesses

Most candidates were not able to isolate the social factors from the physical factors. Many students could also not differentiate palm oil and oil palm.

Expected responses

- Gender influences productivity as the produce will depend on effort of the gender involved.
- Some religious beliefs determine the type of livestock farming since they discourage rearing of certain animals.
- The culture of a people determines the type of crops grown/livestock kept in order to meet their dietary needs.
- Land tenure system allows/limits individuals/communities to use the available land thus increasing/decreasing produce.
- The interaction between people leads to adoption of new techniques in farming / new foods.

Advice to teachers

Teachers should train students on the need to plan answers to avoid generalization and isolate answers suited to a question. The various concepts should be well clarified to students; this can be done through quizzes / tests using various concepts.

3.2.4 GENERAL COMMENTS

- (i) Teachers should effectively cover the syllabus within the time allocated, marked by in-depth teaching of terms and concepts.
- (ii) Teachers should desist from using unapproved revision examinations; they can use the KNEC past papers or teacher made tests/ approved revision books.
- (iii) The teachers should train their students to use the rubric (instructions to candidates) and follow it during examinations.
- (iv) The teachers should train the students to avoid using a generalised approach to answer questions; there is need for proper utilisation of Case Studies/ Field work
- (v) Teachers should use teaching and learning aids like videos, maps, charts and atlases in geography lessons for the learners to understand better the concepts. Resources should be carefully chosen.
- (vi) Students should be exposed to varied topographical maps with frequent practice of map reading and interpretation; this enhances acquiring of different skills.
- (vii) Field excursions should be encouraged for better understanding of taught concept.
- (viii) There is need to in-service geography teachers on how to handle the syllabus and refresh the topics which are unpopular to candidates.