THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATION COUNCIL

DIPLOMA IN SECONDARY EDUCATION EXAMINATION

713 **GEOGRAPHY**

(SUPPLEMENTARY)

Time: 3 Hours. **Year: 2004**

Instructions

1. This paper consists of sections A, B and C.

2. Answer **all** questions from Section A and **two (2)** questions from each of section B and C.

3. Section A carries **40** marks, Section B and C carry 30 marks each.

4. Cellular phones are **not** allowed inside the examination room.

5. Write your **Examination Number** on every page of your answer booklet

SECTION A (40 Marks)

Answer all questions in this section.

1. Examine four major physiographic provinces within the East African region, describing for each its dominant landforms and how these features influence settlement and transport patterns.

2. Outline four socio-economic or cultural reasons that tend to sustain elevated fertility levels in many low-income countries, and for each reason explain one likely policy measure to address it.

3. Identify four proximate causes of neonatal and infant deaths in Tanzania, and briefly explain how each cause leads to increased mortality.

4. Define prismatic compass surveying and contrast its principal working features with those of a plane table survey.

5. Describe four ways in which past glacial activity has contributed to present-day economic activities in central Europe, giving a short economic example for each.

6. Assess four consequences, two beneficial and two harmful, of the growing tourism sector on Tanzania's rural communities.

7. (a) Define environmental contamination in your own words.
   (b) Present a classification of contamination by medium and source.
   (c) For one class you named, give a local example and discuss one mitigation measure.

8. (a) Provide a concise definition of pollution.
   (b) Name four principal categories of pollution encountered globally.
   (c) Choose one category and explain two pathways by which it affects human health.

9. List and explain the four fundamental physical or infrastructural preconditions required to site and operate a large hydroelectric installation.

10. Discuss four ways in which the study of Geography contributes to national development goals in Tanzania, giving a short example for each.

SECTION B (40 Marks)

Answer two (2) questions from this section.

11. The Ministry of Education claims that geography lessons build both analytical and practical skills among students. Discuss four distinct skill sets that students develop through sustained geography instruction, and for each skill indicate one occupational or civic use.

12. (a) What constitutes instructional aids in the context of secondary-school Geography?
    (b) Evaluate three advantages and two limitations of using digital maps as instructional aids in Tanzanian classrooms.
    (c) Propose two low-cost aids suitable for schools with limited electricity.

13. A recent field exercise collected land-use points using GPS, sketch maps, and hand-written transects. Critically analyze four recording techniques commonly used for geographical information, comparing them in terms of precision, ease of use, and suitability for student fieldwork.

14. Explain why a clearly organized syllabus is essential for a geography teacher. In your answer, analyze four specific functions the syllabus performs in planning, assessment, resource allocation, and continuity of instruction.

SECTION C (20 Marks)

Answer two (2) questions from this section.

15. (a) Define what a lesson plan is, highlighting its key components.
    (b) Prepare a 45-minute lesson plan for Form One learners on “Diurnal Rotation of the Earth,” including objectives, learning activities, assessment, and resources.

16. Identify and explain four pedagogical strategies that effectively develop students’ fieldwork skills in geography practicals, giving one classroom or field example for each strategy.

17. Draft a lesson plan that demonstrates the Think-Pair-Share technique for teaching “Interpreting Topographic Profiles” to Form Two students, specifying time allocation for each phase and expected student outputs.

18. Analyze four roles that assessment serves in the geography classroom, and for each role describe one practical method a teacher might use to fulfill it.