THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATION COUNCIL

DIPLOMA IN SECONDARY EDUCATION EXAMINATION

713 **GEOGRAPHY**

(SUPPLEMENTARY)

Time: 3 Hours. **Year: 2007**

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. Explain four key physical regions across East Africa and show how each region's relief controls the distribution of major roads and towns.

2. Discuss four household or market factors that raise fertility levels in many low-income settings and for each state a policy that could reduce it.

3. Name four direct health-service or environmental contributors to infant deaths in Tanzania and provide one short preventive measure per cause.

4. Describe the principal functions of a GPS unit in field mapping and contrast its outputs with those from manual bearings.

5. Explain four ways in which legacy glacial landscapes have been harnessed for modern economic use in Europe.

6. Evaluate the economic advantages and social-environmental disadvantages of mass tourism development in Tanzanian protected areas.

7. (a) Define the term contamination incident.
   (b) Create a classification by pathway and by effect.
   (c) For one pathway, describe a likely local source and one practical control option.

8. (a) Define pollution in relation to human settlements.
   (b) List four types of pollution commonly mapped in urban studies.
   (c) Pick one type and explain two likely urban hotspots where it concentrates.

9. Specify and explain four essential hydrological and geographic conditions that make a river suitable for hydroelectric exploitation.

10. Discuss four contributions of school-level geography to environmental stewardship in Tanzania, with examples.

SECTION B (40 Marks)

Answer two (2) questions from this section.

11. Describe four critical thinking or fieldwork skills pupils acquire via geography lessons, and map each skill to a civic or professional task.

12. (a) Define what educational aids mean for geography teachers.
    (b) Evaluate three pros and two cons of using satellite imagery in secondary geography instruction.
    (c) Recommend one classroom activity that uses low-tech visuals to teach erosion.

13. A teacher must choose between analogue maps, digital layers, and narrative reports for a local study. Critically discuss four recording methods and their implications for data quality and student engagement.

14. Explain four ways a curricular guide informs day-to-day teaching and long-term continuity in geography instruction.

SECTION C (20 Marks)

Answer **two (2)** questions from this section.

15. (a) What do teachers mean by a lesson framework?
    (b) Design a 45-minute lesson framework on “Effects of Earth’s rotation” for entry-level students, including formative checks.

16. Identify four classroom or field strategies for building students’ competence in collecting geographic measurements, with one example per strategy.

17. Prepare a lesson plan that uses Think-Pair-Share to improve students’ skills in constructing cross-sections from contour maps, include assessment criteria.

18. Analyze four ways assessment data can inform improvements in geography teaching and suggest one simple instrument for each.