THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATION COUNCIL OF TANZANIA

DIPLOMA IN SECONDARY EDUCATION EXAMINATION

713 **GEOGRAPHY**

Time: 3 Hours. **ANSWER** **Year: 2005 p.m.**

Instructions

1. This paper consists of sections A, B and C.
2. Answer **all** questions in sections A and **two (2)** questions from each of section B and C.
3. Section A carries **40** marks, section B and section C carries 30 marks each.
4. Cellular phones and unauthorized materials are **not allowed** in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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SECTION A (40 Marks)

Answer all questions in this section.

1. Explain three benefits of using a Geography textbook in teaching.

A Geography textbook provides structured content, ensuring comprehensive coverage of topics. In Tanzanian schools, textbooks like those used in Mwanza outline key concepts such as climate zones, helping teachers deliver consistent lessons aligned with the national curriculum.

It offers reliable reference material for students. In Arusha, textbooks provide detailed explanations of physical features like the Rift Valley, enabling students to revise independently and reinforce classroom learning.

Textbooks include visual aids like maps and diagrams. In Dodoma, illustrations of soil profiles enhance student understanding of complex geographical processes, making abstract concepts more accessible and engaging.

2. Outline four measures to prevent soil erosion in Tanzania.

Afforestation stabilizes soil through tree planting. In Lushoto, reforesting slopes with trees like acacia reduces runoff and wind erosion, protecting fertile land for agriculture.

Terracing slows water flow on steep slopes. In Kilimanjaro, farmers build terraces to prevent topsoil loss during heavy rains, maintaining soil fertility and supporting crop production.

Mulching covers soil to reduce erosion. In Mbeya, using crop residues as mulch absorbs rainfall impact, preserving soil structure and enhancing agricultural productivity.

Contour plowing follows land contours to minimize runoff. In Arusha, plowing along slopes reduces soil displacement, preventing erosion and sustaining farmland in hilly areas.

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3. (a) Define a survey in Geography.
(b) Mention three types of surveys.

(a) A survey in Geography is the systematic collection, measurement, and analysis of data about the Earth's surface to study spatial patterns, such as landforms, boundaries, or human activities, often using tools like maps or measuring tapes.

(b) A topographic survey measures elevation and physical features, used in Tanzania's Usambara Mountains for mapping terrain. A cadastral survey defines land boundaries, common in Dar es Salaam for urban planning. A geodetic survey measures large areas with precision, aiding national mapping in Rukwa.

4. Show three cultural beliefs contributing to population growth in African societies.

The belief in large families as a status symbol drives population growth. In Tanzania's rural Shinyanga, having many children signifies wealth, encouraging higher birth rates to enhance social standing.

Children are seen as labor and security providers. In Mbeya, families value children for farm work and old-age support, leading to larger families to ensure economic stability.

Early marriage norms increase fertility rates. In Dodoma, cultural practices encouraging young women to marry early extend reproductive years, contributing to rapid population growth.

5. Explain three factors causing rural-urban migration in Tanzania (one push, two pull factors).

A push factor is limited economic opportunities in rural areas. In Rukwa, low agricultural yields due to poor soils drive people to seek better livelihoods in cities, causing migration.

A pull factor is access to jobs in urban centers. In Dar es Salaam, industries and services attract rural youth with employment prospects, encouraging migration to urban areas.

Another pull factor is better education and healthcare. In Dodoma, urban areas offer schools and hospitals, drawing families from rural regions like Singida seeking improved services.

6. Describe four effects of earthquakes on Tanzania's environment.

Earthquakes alter landforms, disrupting ecosystems. In Manyara, tectonic activity along the Rift Valley causes landslides, reshaping terrain and affecting vegetation and wildlife habitats.

Soil liquefaction damages agricultural land. In Dar es Salaam's coastal areas, saturated soils turn liquid during quakes, causing crop failure and reducing farmland productivity.

Tsunamis triggered by earthquakes harm coastal ecosystems. In Zanzibar, seismic activity in the Indian Ocean can inundate mangroves and coral reefs, disrupting marine biodiversity.

Habitat destruction from landslides affects biodiversity. In Kilimanjaro, quake-induced landslides bury forests, displacing species like birds and altering ecological balance in national parks.

7. With the aid of a diagram, show the three horizons of a soil profile.

The A horizon, or topsoil, is rich in organic matter. In Morogoro, this fertile layer supports crops like maize, darkened by humus and essential for agriculture.

The B horizon, or subsoil, contains leached minerals. In Dodoma, it stores nutrients, influencing water retention and supporting root growth for plants.

The C horizon, or parent material, consists of weathered rock. In Tanzania's highlands, it forms the base for soil development, with minimal organic content.

8. List three reasons why Geography is a multidisciplinary subject.

Geography integrates physical sciences like geology. Studying Tanzania's Ngorongoro Crater involves analyzing volcanic formation, linking Geology to geographical understanding.

It incorporates human sciences like sociology. Examining population growth in Dar es Salaam requires studying social behaviors, connecting Geography to human systems.

Geography uses quantitative methods like statistics. Mapping rainfall trends in Mwanza relies on data analysis, showing its reliance on mathematical disciplines.

9. Explain three uses of a Geography syllabus in teaching.

A syllabus ensures systematic topic coverage. In Tanzania, it organizes lessons on climate and population for Dodoma schools, aligning with national educational goals.

It standardizes content across regions. In Arusha, the syllabus ensures consistent teaching of map skills, enabling equitable learning and fair assessments nationwide.

It guides resource and method selection. In Morogoro, the syllabus recommends fieldwork for river studies, helping teachers choose effective strategies to enhance learning.

10. Outline three benefits of having a Geography room in a school.

A Geography room provides access to maps and globes. In Mwanza, these tools help students visualize Tanzania's topography, improving spatial understanding.

It creates an engaging learning environment. In Arusha, climate charts and models foster interest in topics like rainfall, enhancing student focus.

It supports practical activities. In Dodoma, a dedicated space enables map work or model-building, reinforcing geographical concepts through hands-on learning.

SECTION B (30 Marks)

Answer two (02) questions from this section.

11. Discuss six uses of underground water in rural Tanzania.

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Underground water supports domestic needs. In Singida, boreholes provide clean water for drinking and cooking, ensuring reliable access in areas with scarce surface water.

It enables irrigation for agriculture. In Dodoma, groundwater irrigates crops like sorghum, boosting food production during dry seasons and enhancing food security.

Underground water sustains livestock. In Manyara, wells supply water for cattle, supporting pastoralist livelihoods in arid rural regions.

It facilitates small-scale industries. In Morogoro, groundwater supports brick-making, generating income and fostering economic growth in rural communities.

It improves health through clean water. In Rukwa, wells for schools and clinics reduce waterborne diseases, enhancing public health in rural areas.

Underground water aids conservation. In the Selous Game Reserve, using groundwater preserves rivers, supporting ecosystems and biodiversity in rural Tanzania.

12. Explain three advantages and three disadvantages of nuclear energy in developing countries.

Nuclear energy provides high energy output. In Tanzania, a nuclear plant could generate substantial electricity, meeting growing urban demand in cities like Dar es Salaam.

It reduces greenhouse gas emissions. Unlike coal, nuclear power produces minimal carbon dioxide, supporting Tanzania's climate goals and sustainable energy development.

Nuclear energy enhances energy independence. Developing countries like Tanzania can reduce reliance on imported fuels, stabilizing energy costs and boosting economic resilience.

High costs are a disadvantage. Building nuclear plants requires significant investment, straining Tanzania's budget and diverting funds from education or health.

Accident risks pose serious threats. A nuclear mishap, though rare, could devastate communities near a Tanzanian facility, requiring stringent safety measures.

Radioactive waste management is challenging. Tanzania may lack infrastructure to safely store hazardous waste, risking environmental contamination over long periods.

13. Analyse five salient features of a Geography room and their role in learning.

Wall maps display spatial data. In Dodoma, maps of Tanzania's topography help students analyze physical features, enhancing their understanding of geographical patterns.

Globes provide a 3D Earth view. In Arusha, they aid in teaching latitude, improving students' grasp of global spatial relationships in Geography lessons.

Projectors enable interactive lessons. In Mwanza, videos of climate patterns engage students, making complex concepts like weather systems more accessible.

Landform models illustrate geological features. In Morogoro, a Kilimanjaro model visualizes volcanic processes, deepening understanding of physical Geography.

Storage for fieldwork tools ensures access. In Zanzibar, organized compasses and maps support coastal studies, enhancing hands-on learning experiences.

14. Discuss five factors supporting the development of manufacturing industries in East Africa.

Availability of raw materials supports manufacturing. In Tanzania, cotton from Mwanza fuels textile industries, providing inputs for local production and economic growth.

Access to energy drives industrial operations. In Uganda, hydroelectric power from the Nile supports factories, ensuring reliable energy for manufacturing processes.

A growing workforce provides labor. In Kenya's Nairobi, a large urban population supplies workers for industries like food processing, boosting production capacity.

Improved infrastructure facilitates manufacturing. In Dar es Salaam, better roads and ports enable efficient transport of goods, supporting industrial expansion.

Government policies encourage industrial growth. In Tanzania, tax incentives for factories in Morogoro attract investment, fostering manufacturing and economic development.

SECTION C (30 Marks)

Answer two (02) questions from this section.

15. Elaborate six principles of eco-tourism and their application in Tanzania.

Sustainability minimizes environmental impact. In Serengeti National Park, eco-tourism limits vehicle access to protect habitats, ensuring sustainable tourism for future generations.

Community involvement benefits locals. In Ngorongoro, Maasai-led tours provide income, fostering community ownership of conservation and tourism initiatives.

Environmental education raises awareness. In Zanzibar's Jozani Forest, guided tours educate visitors on mangrove conservation, promoting sustainable environmental practices.

Respect for local cultures preserves heritage. In Tanzania, eco-tourism includes Hadzabe cultural experiences, enhancing cultural pride and tourist appreciation.

Biodiversity conservation protects ecosystems. In the Eastern Arc Mountains, eco-tourism preserves species like the Usambara eagle, balancing tourism with habitat protection.

Economic benefits support conservation. In Tarangire, eco-tourism revenue funds anti-poaching efforts, ensuring sustainable wildlife protection and tourism growth.

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16. Explain five ways sustainable mining practices can benefit Tanzania's economy.

Sustainable mining reduces environmental damage, preserving resources. In Geita, controlled gold mining minimizes land degradation, ensuring long-term economic viability of mining areas.

It creates jobs for local communities. In Shinyanga, sustainable gemstone mining employs locals, boosting incomes and supporting economic stability in rural regions.

Sustainable practices attract investment. In Morogoro, environmentally responsible mining draws foreign companies, increasing revenue and fostering economic growth.

They enhance resource efficiency. In Tanga, regulated mineral extraction maximizes yields, ensuring steady economic contributions from mining over extended periods.

Sustainable mining supports infrastructure development. In Dodoma, mining revenue funds roads and schools, improving local economies and quality of life.

17. Describe six reasons for preparing a Geography scheme of work.

A scheme ensures complete syllabus coverage. In Dodoma, it organizes topics like climate, ensuring all content is taught within the academic year.

It provides a clear teaching timeline. In Arusha, allocating weeks for map work helps teachers manage time, preparing students for examinations.

It aligns lessons with national goals. In Mwanza, a scheme ensures sustainable agriculture lessons meet Tanzania's educational objectives.

A scheme facilitates resource planning. In Morogoro, teachers prepare maps for river studies, ensuring availability for effective lesson delivery.

It ensures consistency across classes. In Dar es Salaam, a scheme standardizes urbanization lessons, enabling fair assessment for all students.

It supports progress monitoring. In Lushoto, tracking soil conservation coverage identifies gaps, allowing teachers to improve student outcomes.

18. Explain how to conduct a fair assessment for Form II Geography students, providing five strategies.

Use clear rubrics to ensure objectivity. In Arusha, grading map skills with specific criteria, like accuracy, prevents bias and ensures fair evaluation of student performance.

Implement anonymous grading. In Dodoma, assigning codes to exam papers minimizes favoritism, focusing assessment on content quality for topics like climate.

Diversify assessment methods. In Mwanza, combining tests, projects, and fieldwork on population dynamics ensures a comprehensive evaluation of student abilities.

Provide timely feedback to students. In Morogoro, reviewing test results on soil erosion helps students understand mistakes, promoting fairness and improvement.

Standardize assessments across classes. In Dar es Salaam, using the same exam questions for all Form II students ensures equitable evaluation of geographical knowledge.