

## 8.0 SOCIAL STUDIES

The number of candidates that sat for the 2015 KCPE social studies increased by from 879,363 in 2014 to 927,059 in 2015.

### 8.1 Candidates General Performance

*Table 20: candidates' performance for the last five years*

Year	Candidature	Maximum mark	Mean	Standard Deviation
2015	927,059	60	29.99	9.25
2014	879,363	57	31.50	8.48
2013	837,936	59	32.85	8.44
2012	811,688	60	37.32	10.13
2011	766,355	59	33.13	9.12

The following observations are made from the table below:

- (i) There was a 5% increase in candidature in 2015.
- (ii) The standard deviation has also increased from 8.48 in 2014 to 9.25 in 2015, meaning there is a bit of spread of the scores (performance) from the mean.
- (iii) The mean has continued to decline from 31.50 in 2014 to 29.99 in 2015, an indication that the performance was poorer in 2015.
- (iv) Though there has been a gradual increase in candidature, the subject performance has had a downward trend, since 2013.

### 8.2 2015 Syllabus coverage

*Table 21: KCPE Social Studies Syllabus Coverage in 2015*

Sn.	Content area	No of Items	Percentage
1.0	Physical Environment	11	18%
2.0	People and Population	6	10%
3.0	Social relations and Cultural activities	4	7%
4.0	Resources and Economical activities	19	32%
5.0	Political developments and Systems	8	13%
6.0	Citizenship	2	3%
7.0	Democracy and Human Rights	2	3%
9.0	Law, Peace and Conflict Resolution	4	7%
10.0	The Government of Kenya	4	7%
	<b>Total</b>	60	100%

The above table shows that the distribution of items according to the weighting of each topic in the syllabus was well catered for. The three main topics covering a significant proportion in the syllabus

were well represented: **Resources and Economical activities** (32%), **Physical Environment** (18%) and **Political developments and systems** 13%. Topics that are short and less emphasized in the syllabus have been given low representation: **Citizenship** (3%) and **Democracy and Human rights** (3%).

### 8.3 Distribution of Cognitive Skills

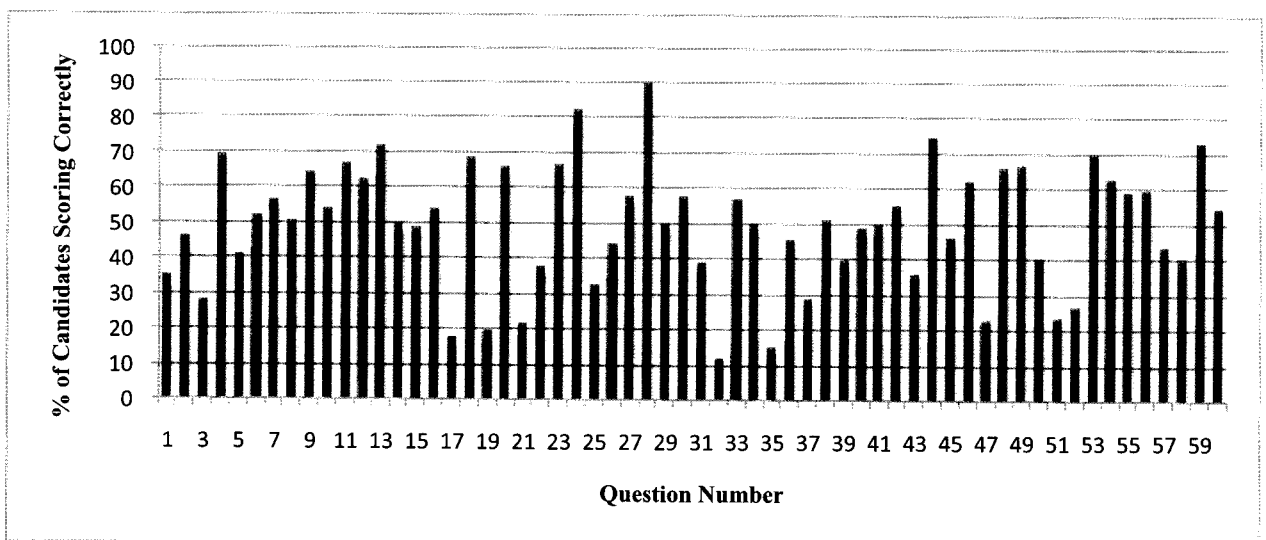
*Table 22: Distribution of Cognitive Skills in the 2015 KCPE Social Studies*

Skills Tested	No of Items	Percentage
Knowledge	4	7 %
Comprehension	10	17%
Application	18	30%
Analysis	17	28%
Synthesis	5	8%
Evaluation	6	10%
<b>Total</b>	<b>60</b>	<b>100%</b>

As shown in the table above, all levels of cognitive domain were tested. The distribution of the cognitive skills was even, based on the levels. The middle level skills had more questions; **Comprehension** 17%, **Application** 30% and **Analysis** 28%. The low level and high level skill had fewer questions, 7% and 18% respectively. In 2015, 18% of the questions tested high level skill while 58% tested the middle level skill. The poorer performance may be associated to rote learning whereby the candidates have been exposed to more of recall questions other than knowledge application.

### 8.4 Analysis of Performance per Item

*Figure 10: KCPE 2015 performance per Item*



From the above graph (figure 10), the general performance per item was average. **Twelve** items had a facility index of **below 35%** while 2014 had 11 items. Any item where the candidate scoring was **below 30%** was perceived as poorly performed.

These items are: 3 (27.32 %), 17(17.30%), 19(19.25%), 21(21.02%),32( 11.31%), 35(14.48%), 37(28.24%), 37 (28.24%), 47(22.42 %), 51(22.77%), 52(26.19%).

### 8.4.1 Questions with a difficulty index of 0.3 and below

The items that performed poorly as per the difficulty index are discussed below. These are the questions with low discrimination index. The discussion will focus on ideas, skills and thinking processes that the candidate might have gone through to come up with the answer. The asterisks \* denotes the correct response.

#### Question 17

The following are roles of pupils in school management **except**

- A. ensuring cleanliness of the school
- B. reporting issues affecting pupils to the headteacher
- C. participating in the tree planting in school
- D. appointing prefects to assist in maintaining order.

#### Response Pattern

Option	A	B	C*	D
% Choosing pattern	9.30	33.65	17.30	38.19
Mean mark	28.25	30.94	25.49	31.71

This was an application question that tested understanding of the roles of pupils in school management. The candidates were not able to apply the knowledge on role of pupils in management or maybe they were not able to notice the word **except** in the stem.

Majority of candidates picked **D** (appointing prefects to assist in maintaining order) while others picked **B** (reporting issues affecting pupils to the head teacher). This is the correct roles of pupils in management if stem was framed in a positive manner. This was the worst performed question, with a difficult index of -0.59. Even bright student were not able to give the correct answer.

Teachers should embark on training learners on reading the questions well before answering and expose pupils to questions asked in a negative manner.

#### Question 19

One of the demands made by Kavirondo Taxpayer's Welfare Association to the colonial government in Kenya was to

- A. have roads built in Nyanza
- B. appoint paramount chiefs
- C. allow Africans to grow cash crops
- D. release Harry Thuku from prison.

#### Response pattern

option	A	B*	C	D
% Choosing pattern	10.69	19.25	32.70	35.77
Mean mark	27.99	28.44	31.16	29.55

This was a knowledge question on the demands of Kavirondo Welfare Taxpayer's Association. Majority of the candidates picked option **D**, (release Harry Thuku from prison), while still a good number choose **C**. (**Allow Africans to grow cash crops**). The candidates may most probably have confused this with the other Associations looking at the choosing pattern or just guessed the answer. This was a poorly performed question, with less than 20% popularity. The topic is taught in class eight and maybe the teachers rushed over it.

**Question 21**

The early visitor who followed the route marked **X** was

- A. John Speke
- B. H. M. Stanley
- C. Johannes Rebman
- D. Vasco Da Gama.

**Response pattern**

Option	A*	B	C	D
% Choosing pattern	21.02	23.53	21.02	32.75
Mean mark	32.05	32.67	28.50	27.82

This was an application question, which required candidates' to know the routes followed by early visitors and apply it on the map of Eastern Africa. The question had a double task of knowing the route and relating to one of the early visitors. Most students chose **D**, (**Vasco Da Gama**), while the correct option was **A**, (**John Speke**). Candidates may have confused the visitors or they simply guessed. Teachers should put more emphasis on testing questions on higher level skills to improve the learners' judgment levels. They should also expose learners to the application questions on the map.

**Question 32**

Who among the following African leaders was a founder member of the Kenya African Union (KAU)?

- A. Eliud Mathu
- B. Daniel Arap Moi
- C. Ronald Ngala
- D. Albert Owino.

**Response pattern**

Option	A	B	C	D*
% Choosing pattern	40.50	19.41	27.11	11.31
Mean mark	29.99	27.02	30.21	34.70

This is the question with lowest facility index yet it has a difficulty index of 0.51, meaning the bright candidates were able to get the correct key but the majority others guessed the answer.

The question tested candidates' knowledge on founder leaders of Kenya African Union (KAU). Most candidates (40.50%) gave option **A** and others **C** (**27.11%**). Most probably majority of the learners were not familiar with all the founder leaders and they simply gave the most popular one, Eliud Mathu and

Ronald ngala. Only a few bright candidates (**11.31%**) were able to give the correct answer **D** (Albert Owino).

Teachers should emphasize teaching of all founder leaders and test them in their continuous assessment to make learners familiar with them.

**Question 35**

The type of climate represented by the table is likely to be

- A. Savanna
- B. Desert
- C. Mediterranean
- D. Equatorial.

**Response pattern**

Option	A*	B	C	D
<b>% Choosing pattern</b>	14.88	6.91	32.50	44.80
<b>Mean mark</b>	31.45	27.23	28.65	31.00

This is an application question. Most candidates (**44.80%**) gave option **D** and others **C (32.50%)**. Most probably the learners were not familiar with the interpretation of the tabular data on climate and apply it to a type of climate. Even bright candidates' choose **D** (equatorial). They might also have confused the statistics of the two climatic regions.

Teachers should teach learners on interpretation of statistical data and test them in their continuous assessment to make learners familiar with them.

**Question 37**

The most recent way of interaction among communities in Kenya is through?

- A. Sports.
- B. Religious festivals.
- C. Schooling.
- D. Social media.

**Response pattern**

Option	A	B	C	D*
<b>% Choosing pattern</b>	30.44	14.93	24.88	28.24
<b>Mean mark</b>	28.70	25.93	31.91	31.96

The question tested on interaction among communities. This was a knowledge question. The correct answer was **D (social media)**, but majority of the candidates choose option **A (sports)** and still a big percentage choose **C (schooling)**. It seems the candidates were not sure of the answer, most of them guessed. The question required the candidates to give the most recent way of interaction but candidates gave generally any form of interaction. The teachers should teach this area more thoroughly. The candidates seem to be performing poor even in low level skills; this is an indication of laxity on the part of teachers.

Teachers should stop concentrating on giving pupils' exams from scrupulous marketers and concentrate on the setting teacher made quizzes from the syllabus.

### 8.5 General comments

- i. Generally the paper was poorly performed as compared to previous years though most items behaved well in performance.
- ii. Only **two** items had a facility index of above **70 %** unlike 2014 when we had **eleven** items; however unlike 2014 when **eleven** items were scored below **35 %**, this year twelve items had a facility index of below 35%.
- iii. There was a slight decline in performance (mean **29.99**) as compared to 2014 (mean **31.50**) despite the increase in candidature.
- iv. There is need for teachers to thoroughly cover the syllabus and use maps and statistical data where the syllabus dictates.
- v. Candidates this year performed poorly even in knowledge questions which are low level skills.
- vi. Teachers should encourage the candidates to read questions carefully to get the correct terms.
- vii. Teachers should discourage rote learning and give candidates more continuous assessment tests testing all cognitive levels.
- viii. Teachers should avoid Buying examination questions and give teacher made questions from the syllabus.
- ix. Questions that require a higher level of cognitive skills continue to perform poorly. **76%** of the questions tested middle and high level cognitive skills; this could be the reason for the low performance.
- x. There is need to emphasize on all areas of syllabus during preparation of learners.