8.0   SOCIAL STUDIES

The number of candidates that sat for the 2014 KCPE social studies increased by from 837,936 in 2013 to 879,363 in 2014.

8.1   Candidates General Performance

Table 18: candidates' performance for the last four years

Year	Candidature	Maximum mark	Mean	Standard Deviation
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
2010	724,388	60	38.88	9.74

The following observations are made from the table below:

(i)   There was a 3% increase in candidature in 2014.
(ii)   The standard deviation has slightly changed from 8.44 in 2013 to 8.48 in 2014, meaning the spread of scores (performance) is still concentrated around the mean.
(iii)   The mean has also slightly declined from 32.85 in 2013 to 31.50 in 2014, an indication that performance is continuing to be poor.
(iv)   Though the candidature has increased, 2014 recorded a poorer performance in the last five years.

8.2   2014 Syllabus coverage

Table 19: KCPE Social Studies Syllabus Coverage in 2014

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	3	5%
10.0	The Government of Kenya	5	8 %
	Total	60	100%

The above table shows that the distribution of items according to the weighting of each topic in the syllabus was good. 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** (2%) and **Democracy and Human rights** (2%).

8.3 Distribution of Cognitive Skills

Table 20: Distribution of Cognitive Skills in the 2014 KCPE Social Studies

Skills Tested	No of Items	Percentage
Knowledge	4	7 %
Comprehension	13	22%
Application	15	25%
Analysis	15	25%
Synthesis	5	8%
Evaluation	8	13%
Total	**60**	**100%**

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** 22%, **Application** 25% and **Analysis** 25%. The low level and high level skill had fewer questions, 7 % low level and 21% high level, of the total syllabus coverage. In 2014 more questions (21%) tested high level skill and this may be a reason for a poorer performance.

8.4 Analysis of Performance per Item

Figure 10:   Performance per Item
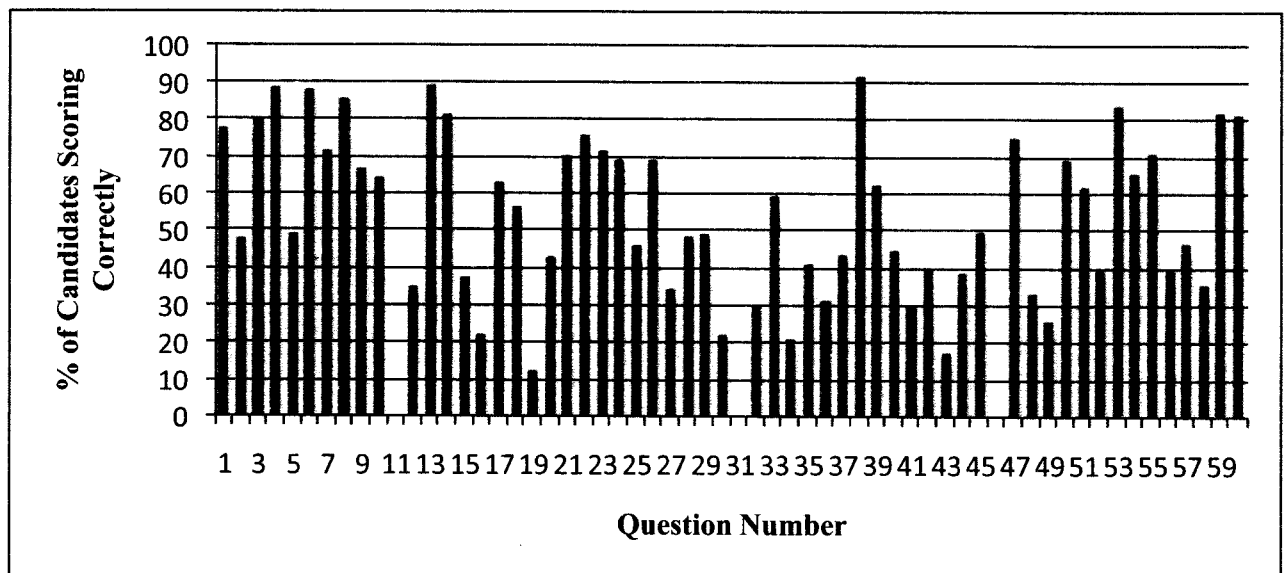
From the above graph (figure 10), the general performance per item was average. **Eleven** items had a facility index of **below 35%** just like in 2013. An item where the candidate scoring was below 30% was perceived as a poorer performance and will be discussed below.

These items are: 16(**21.47%**), 19(**11.96%**), 30(**21.27**) 32(**29.35%**), 34(**20.14%**), 36 (**30.56%**), 41(**29.60 %**), 43(**16.66%**), 49(**25.51%**).

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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 16

Which one of the following countries
was administered using direct rule by the
colonial power?
A. Northern Nigeria.
B. Mozambique.
C. Senegal.
D. Congo.

Response Pattern

Option	A	B	C	D*
% Choosing pattern	26.57	28.68	21.79	21.47
Mean mark	32.47	30.25	28.81	34.89

This was a knowledge question that tested understanding of the colonies administered using direct rule. The candidates seem to have used guess work since all options were selected in almost the same percentage. Majority of candidates picked Mozambique, which used the policy of assimilation. Congo which was the correct option was the least popular in terms of selection. This means the candidates are not well prepared in this area. Teachers should embark on discussing the various systems of administration used by Europeans more intensively.

Question 19

Which one of the following ways creates
a friendly environment for persons with
special needs?
A. Creating awareness among people.
B. Giving responsibilities to persons with
   special needs in the society.
C. Providing wide passages and ramps.
D. Providing inclusive education.

Response pattern

option	A	B	C*	D
% Choosing pattern	13.78	49.80	11.96	23.11
Mean mark	31.04	30.28	36.28	32.08

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This was an application question on friendly environment for learners with special needs. Majority of the candidates picked option **B**. **(Giving responsibilities to persons with special needs in the society).** The candidates may most probably have guessed the answer looking at the choosing pattern. This was the worst performed question, with less than 20% popularity. The correct answer **C** was picked by the minority candidates. Maybe the application section on special needs is ignored by most of the teachers hence the candidates had no idea. The topic is taught in class two and may not have been revisited. This question also tested a higher skill and learners used to rote learning could not make the correct judgment of the best answer.

Question 30

Which one of the following is an influence
of the ocean current marked **T** on the
nearby coastal area?
A. It lowers the temperature in the area.
B. It attracts rain in the area.
C. It leads to warm conditions in the area.
D. It raises the humidity in the area.

Response pattern

Option	A*	B	C	D
% Choosing pattern	21.27	15.61	44.12	17.58
Mean mark	34.68	29.50	30.78	31.47

This was a synthesis question, which required candidates' to know the influence of the ocean currents and relate it to the marked current in the map. The question had a double task of identify the ocean current and knowing it's characteristics in order to give its effects on the nearby coast. Most students chose **C, (it leads to warm conditions in the area),** while the correct option was **A, (It lowers the temperature in the area).** Candidates may have confused the currents or they did not know the answer at all hence they guessed since this is a map of Africa hence assumed that it brings warm conditions. 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 areas on map work according to the syllabus.

Question 32

Quattara depression in Egypt was formed
as a result of
A. volcanic action
B. human activities
C. wind action
D. down warping.

Response pattern

Option	A	B	C*	D
% Choosing pattern	16.42	17.89	29.35	34.89
Mean mark	28.71	28.64	35.92	30.68

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This question tested knowledge. Most candidates gave option **D** instead of **C**. Most probably the learners were not familiar with the topic on formation Qattara Depression which should have been covered in class seven with other features. Teachers should teach all physical features specified in the syllabus and test them in their continuous assessment to make learners familiar with them.

Question 34

Which one of the following statements
explain the importance of National unity?
A. It allows freedom of movement.
B. It leads to equal distribution of wealth.
C. It makes people obey the law.
D. It creates job opportunities.

Response pattern

Option	A*	B	C	D
% Choosing pattern	20.14	26.88	39.98	11.54
Mean mark	32.44	33.58	30.75	27.96

The question tested on importance of nation unity. This was also a comprehension question. The correct answer was **A (it allows freedom of movement)**, but majority of the candidates choose option **C (it makes people obey law)** and still a big percentage choose B (**it leads to equal distribution of wealth**). It seems the candidates were not sure of the answer, most of them guessed. 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 syllabus teaching.

Question 43

The **best** way to attract more tourists to
Kenya is by
A. improving accommodation facilities
B. improving transport facilities in the
   region
C. training more people to serve the
   tourists
D. lowering charges paid by tourists.

Response pattern

Option	A	B	C	D*
% Choosing pattern	39.70	28.56	13.67	16.66
Mean mark	31.85	30.68	27.83	35.31

The question was an evaluation question testing the learners' ability to choose the best out of the given options. it required a judgments on the best way to attract tourists, all answers were correct but the question required a more higher level get the best. Majority of the candidates gave "A" and "B" instead

of "**D**". The answers must have confused the candidates and they used the initial reasons. Since transport and accommodation has been improved then ,the other way of attracting more tourists is by lowering the rates. This will make tourist not to prefer other countries with similar features. This being a very high level skill question, the candidates were not able to make the correct judgment.

Question 49

One of the contributions of Daniel Arap
Moi is that he
A. led Kenya to independence
B. was a founder member of KANU
C. promoted one party system in Africa
D. was a peacemaker.

Response pattern

Option	A	B	C	D*
% Choosing pattern	9.32	35.03	28.72	25.51
Mean mark	25.33	29.98	31.42	36.09

This question looked like an obvious question but candidates could not give the correct contribution of President Moi. The answer is based from his Manifesto, the correct option was **D (was a peace maker)**. However the popular answer was **B (Founder of KANU)** . Though option "B "is correct about President Moi, the best contribution/ achievement was option"D".

8.5   General comments

i.   The general performance of the paper was average though most items behaved well in performance.

ii.   **Thirteen** items were scored above **70%** unlike 2013 when only **five** items scored above 70% and **eleven** items were scored below **35%.**

iii.   There was a slight decline in performance (mean **31.50**) as compared to 2013 (mean **32.85**) despite the increase in candidature.

iv.   There is need for teachers to thoroughly cover the syllabus as a preparation for candidates and use maps where the syllabus dictates.

v.   Many 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 avoid getting mixed up.

vii.   Teachers should discourage rote learning and give candidates more continous assessment questions testing all cognitive levels.

viii.   Teachers should avoid buying examination questions and give teacher made examinations from the syllabus.

ix.   Questions that require a higher level of cognitive skills continue to perform poorly.

x.   There is need to emphasize on all areas of syllabus during preparation of learners.