THE KENYA NATIONAL EXAMINATIONS COUNCIL

THE YEAR 2020 KCPE EXAMINATION REPORT

WITH QUESTION PAPERS AND ANSWERS
TO THE OBJECTIVE QUESTIONS

Test Development
Kenya National Examinations Council

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NAIROBI

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1.0 INTRODUCTION

1.1 GENERAL INFORMATION ON THE KENYA NATIONAL EXAMINATIONS COUNCIL

The Kenya National Examinations Council (KNEC) also referred to as The Council, is a state corporation established in 1980 under an Act of Parliament, namely the Kenya National Examinations Council Act Chapter 225A of (1980). This Act was repealed in 2012 and replaced with the Kenya National Examinations Council Act No. 29 of 2012.

1.1.1 THE COUNCIL VISION: *Quality Education Assessment and Credible Certification for a Value Based Society.*

1.1.2 THE COUNCIL MISSION: *To assess abilities and certify learner achievements in conformity with global standards.*

1.2 THE FUNCTIONS OF THE COUNCIL:

The 2012 KNEC Act provides that the functions of KNEC are to:

1.2.1 Develop examination policies, procedures and regulations;

1.2.2 Develop national examinations;

1.2.3 Register candidates for the KNEC examinations;

1.2.4 Conduct examinations and process the results;

1.2.5 Award certificates and diplomas to successful candidates;

1.2.6 Conduct research on educational assessment;

1.2.7 Carry out equation of certificates and diplomas issued by other credible examining boards;

1.2.8 Conduct examinations on behalf of foreign examination boards;

1.2.9 Advise the Government on matters pertaining to examinations and certification.

1.3 EXAMINATIONS OFFERED BY THE COUNCIL

The Council *develops, prints, distributes, administers, marks, processes examinations* and awards *certificates* to successful candidates in the following examinations:-

1.3.1 SCHOOL EXAMINATIONS:

1.3.1.1 Kenya Certificate of Primary Education (KCPE);

1.3.1.2 Kenya Certificate of Secondary Education (KCSE).

1.3.2 TEACHER EDUCATION EXAMINATIONS:

1.3.2.1 Primary Teachers Education (PTE);

1.3.2.2 Teacher Certificate in Adult Education (TCAE);

1.3.2.3 Early Childhood Development and Education (ECDE);

1.3.2.4 Diploma in Teacher Education (DTE);

1.3.2.5 Special Needs Education (SNE).

1.3.3 BUSINESS EXAMINATIONS:

1.3.3.1 Business Education Single and Group Certificate (BES&GC);

1.3.3.2 Artisan, Certificate, Diploma and Higher Diploma in Business Technical Education Programmes (BTEP);

1.3.3.3 Certificate and Diploma in Business Technical and Vocational Education and Training (BTVET) programmes in areas such as Secretarial Studies; Sales and Marketing; Supply Chain Management; Business Management; Human Resource Management; Transport Management; Maritime Transport Operations and Logistics; Tourism and Tour Guiding Management; Information Studies and Information Communication Technology; Investment Management; Project Management and Petroleum Management.

1.3.4 TECHNICAL EXAMINATIONS:

1.3.4.1 National Vocational Certificate in Education and Training (NVCET);

1.3.4.2 Artisan, Certificate, Diploma and Higher Diploma in Technical Education Programmes (TEP);

1.3.4.3 Certificate and Diploma in Technical and Vocational Education and Training (TVET) programmes in areas such as Food and Beverage Management; Textile Technology; Surveying; Road Construction; Water Technology; Civil and Highway Engineering; Architecture; Mechnical, Electrical and Eletronics Engineering; Marine Engineering; Aeronautical Engineering; Medical Engineering; Baking Technology; Pharmaceutical Technology; Medical Laboratory Technology; Chemical Engineering and Petroleum Geoscience.

2.0 KCPE EXAMINATION CANDIDATURE TRENDS FOR THE LAST FIVE YEARS

Table 1: KCPE Examination Candidature Trends for the last Five (5) Years

	Total Candidature		Females		Males	
Year	Total No. Sat	Increase/ Decrease (%)	No. Sat	Increase/ Decrease (%)	No. Sat (%)	Increase/ Decrease (%)
2020	*1,179,192*	*95,736 (8.84%)*	**588,742**	**48,868 (9.25%)**	**590,450**	46,868 (8.62%)
2019	1,083,456	31,112 (2.96%)	539,874	14,804 (2.82%)	543,582	16,288 (3.09%)
2018	1,052,344	58,626 (5,90%)	525,070	30,127 (6.09%)	527,294	28,519 (5.72%)
2017	993,718	51,697 (5.49%)	494,943 (49.81%)	26,425 (5.64%)	498,775 (50.19%)	25,272 (5.34%)
2016	942,021	14,232 (1.53%)	468,518 (49.74%)	8,633 (1.88%)	473,503 (50.26%)	5,599 (1.20%)

Figure 1: KCPE Examination Candidature Trends for the Last five (5) years
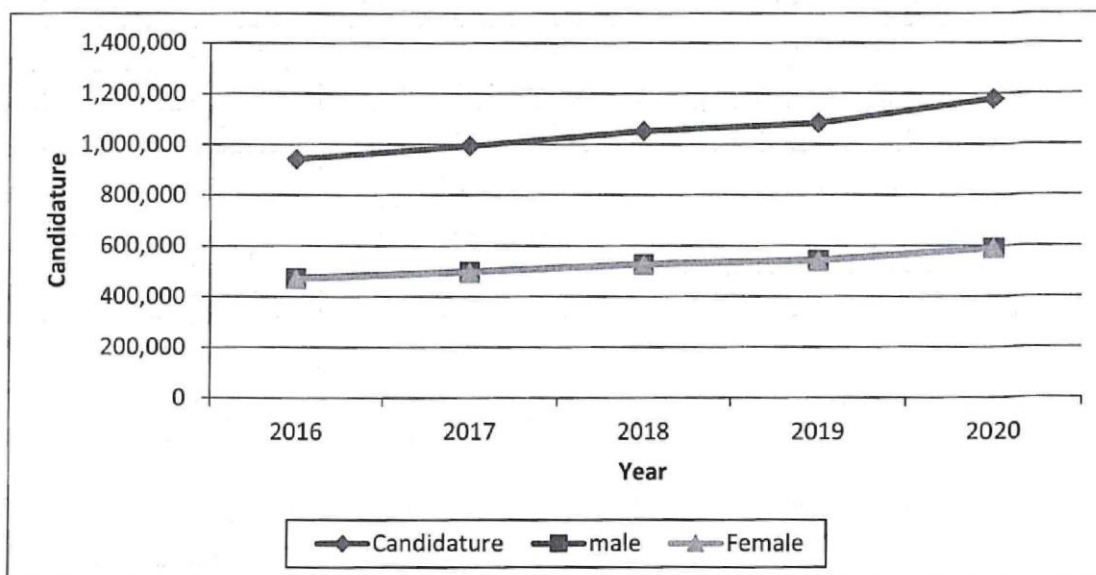
Observations:

(i) *One million, one hundred and seventy nine thousand, one hundred and ninety two (1,179,192)* candidates sat for the 2020 KCPE examination in *twenty eight thousand, four hundred and sixty (28,460)* examination centres across the country.

(ii) There were *590,450 (50.07%)* male and *588,742 (49.93%)* female candidates who sat for the examination.

(iii) Candidature increased by *95,736 (8.84%)* in the year 2020 KCPE examination when compared to *31,112 (2.96%)* in the year 2019 KCPE examination;

(iv) The percentage increase in the number of male candidates *(8.62%)* was slightly lower than that of female candidates *(9.25%)* in the year 2020 KCPE examination.

Table 2: KCPE Examination Candidature by County & Gender for 2020 & 2019

County Code & Name	2020			AB	2019			AB
	Female (%)	Male (%)	Total Cand. (%)		Female (%)	Male (%)	Total Cand. (%)	
01 Taita Taveta	4,357	4,456	8,813	53	4,066	4,117	8,183	25
	(49.44%)	(50.56%)	(100%)		0.38%	0.38%	0.76%	
02 Kwale	11,495	11,002	22,497	74	8,925	9,459	18,384	58
	(51.10%)	(48.90%)	(100%)		0.82%	0.87%	1.70%	
03 Mombasa	10,325	10,213	20,538	201	9,546	9,327	18,873	116
	(50.27%)	(49.73%)	(100%)		0.88%	0.86%	1.74%	
04 Kilifi	19,847	19,368	39,215	356	16,978	17,183	34,161	243
	(50.61%)	(49.39%)	(100%)		1.57%	1.59%	3.16%	
05 Tana River	2,776	2,920	5,696	63	2,414	2,495	4,909	23
	(48.74%)	(51.26%)	(100%)		0.22%	0.23%	0.45%	
06 Lamu	1,677	1,645	3,322	25	1,441	1,515	2,956	23
	(50.48%)	(49.52%)	(100%)		0.13%	0.14%	0.27%	
07 Nyandarua	9,114	9,626	18,740	170	9,570	9,564	19,134	145
	(48.63%)	(51.37%)	(100%)		0.88%	0.88%	1.77%	
08 Nyeri	8,516	8,659	17,175	78	8,328	8,994	17,322	32
	(49.58%)	(50.42%)	(100%)		0.77%	0.83%	1.60%	
09 Kirinyaga	7,118	7,227	14,345	154	6,908	6,761	13,669	113
	(49.62%)	(50.38%)	(100%)		0.64%	0.62%	1.26%	
10 Murang'a	13,565	13,760	27,325	160	13,179	13,470	26,649	147
	(49.64%)	(50.36%)	(100%)		1.22%	1.24%	2.46%	
11 Kiambu	21,437	21,570	43,007	276	21,034	20,617	41,651	191
	(49.85%)	(50.15%)	(100%)		1.94%	1.90%	3.85%	
12 Machakos	19,106	19,674	38,780	207	17,472	17,474	34,946	156
	(49.27%)	(50.73%)	(100%)		1.61%	1.61%	3.23%	
13 Kitui	21,004	21,052	42,056	283	19,306	18,775	38,081	215
	(49.94%)	(50.06%)	(100%)		1.78%	1.73%	3.52%	
14 Embu	8,133	8,167	16,300	101	7,972	7,756	15,728	93
	(49.90%)	(50.10%)	(100%)		0.74%	0.72%	1.45%	
15 Meru	19,712	18,022	37,734	420	18,600	16,609	35,209	407
	(52.24%)	(47.76%)	(100%)		1.72%	1.53%	3.25%	
16 Marsabit	2,747	2,918	5,665	41	2,340	2,479	4,819	27
	(48.49%)	(51.51%)	(100%)		0.22%	0.23%	0.45%	
17 Isiolo	2,081	1,865	3,946	35	1,697	1,757	3,454	28
	(52.74%)	(47.26%)	(100%)		0.16%	0.16%	0.32%	
18 Makueni	17,510	17,472	34,982	130	16,540	16,709	33,249	85
	(50.05%)	(49.95%)	(100%)		1.53%	1.54%	3.07%	
19 Tharaka Nithi	6,487	6,250	12,737	37	6,175	6,016	12,191	70
	(50.93%)	(49.07%)	(100%)		0.57%	0.56%	1.13%	
20 Nairobi	33,901	32,273	66,174	1105	32,194	30,304	62,498	477
	(51.23%)	(48.77%)	(100%)		2.97%	2.80%	5.77%	

County Code & Name	2020			AB	2019			AB
	Female (%)	Male (%)	Total Cand. (%)		Female (%)	Male (%)	Total Cand. (%)	
21 Turkana	6,622	9,211	15,833	429	5,926	9,245	15,171	385
	(41.82%)	(58.18%)	(100%)		0.55%	0.85%	1.40%	
22 Samburu	2,378	2,663	5,041	75	2,085	2,708	4,793	35
	(47.17%)	(52.83%)	(100%)		0.19%	0.25%	0.44%	
23 Trans Nzoia	14,905	15,070	29,975	329	13,482	13,438	26,920	196
	(49.72%)	(50.28%)	(100%)		1.25%	1.24%	2.49%	
24 West Pokot	8,052	8,232	16,284	374	6,872	7,483	14,355	155
	(49.45%)	(50.55%)	(100%)		0.63%	0.69%	1.33%	
25 Bomet	14,108	13,900	28,008	81	13,105	12,781	25,886	31
	(50.37%)	(49.63%)	(100%)		1.21%	1.18%	2.39%	
26 Uasin Gishu	14,144	14,107	28,251	164	12,895	13,046	25,941	102
	(50.07%)	(49.93%)	(100%)		1.19%	1.20%	2.40%	
27 Nakuru	28,196	28,332	56,528	470	26,394	26,831	53,225	348
	(49.88%)	(50.12%)	(100%)		2.44%	2.48%	4.92%	
28 Kericho	14,214	14,473	28,687	81	12,990	13,160	26,150	50
	(49.55%)	(50.45%)	(100%)		1.20%	1.22%	2.42%	
29 Nandi	14,153	14,403	28,556	131	13,126	13,309	26,435	111
	(49.56%)	(50.44%)	(100%)		1.21%	1.23%	2.44%	
30 Laikipia	6,048	6,157	12,205	103	5,936	5,949	11,885	46
	(49.55%)	(50.45%)	(100%)		0.55%	0.55%	1.10%	
31 Kajiado	10,895	11,334	22,229	330	9,565	9,954	19,519	145
	(49.01%)	(50.99%)	(100%)		0.88%	0.92%	1.80%	
32 Narok	14,846	15,466	30,312	261	12,067	12,967	25,034	118
	(48.98%)	(51.02%)	(100%)		1.11%	1.20%	2.31%	
33 Baringo	8,836	9,407	18,243	100	8,289	8,492	16,781	60
	(48.44%)	(51.56%)	(100%)		0.77%	0.78%	1.55%	
34 Elgeyo Marakwet	7,733	7,411	15,144	43	6,971	6,697	13,668	36
	(51.06%)	(48.94%)	(100%)		0.64%	0.62%	1.26%	
35 Busia	14,006	13,290	27,296	173	12,026	11,280	23,306	130
	(51.31%)	(48.69%)	(100%)		1.11%	1.04%	2.15%	
36 Bungoma	28,034	27,300	55,334	480	24,041	22,908	46,949	268
	(50.66%)	(49.34%)	(100%)		2.22%	2.12%	4.34%	
37 Kakamega	32,796	31,039	63,835	453	28,411	25,900	54,311	244
	(51.38%)	(48.62%)	(100%)		2.62%	2.39%	5.02%	
38 Vihiga	10,145	9,340	19,485	97	8,984	8,345	17,329	67
	(52.07%)	(47.93%)	(100%)		0.83%	0.77%	1.60%	
39 Kisumu	16,910	16,471	33,381	222	15,389	14,785	30,174	176
	(50.66%)	(49.34%)	(100%)		1.42%	1.37%	2.79%	
40 Kisii	18,986	18,421	37,407	231	16,595	16,695	33,290	129
	(50.76%)	(49.24%)	(100%)		1.53%	1.54%	3.07%	

County Code & Name	2020			AB	2019			AB
	Female (%)	Male (%)	Total Cand. (%)		Female (%)	Male (%)	Total Cand. (%)	
41 Homa Bay	17,929	18,036	35,965	303	15,140	15,914	31,054	177
	(49.85%)	(50.15%)	(100%)		1.40%	1.47%	2.87%	
42 Siaya	15,567	14,960	30,527	178	13,826	13,558	27,384	140
	(50.99%)	(49.01%)	(100%)		1.28%	1.25%	2.53%	
43 Nyamira	9,097	9,254	18,351	55	8,321	8,322	16,643	35
	(49.57%)	(50.43%)	(100%)		0.77%	0.77%	1.54%	
44 Migori	17,005	16,984	33,989	462	14,105	14,622	28,727	181
	(50.03%)	(49.97%)	(100%)		1.30%	1.35%	2.65%	
45 Garissa	3,955	5,903	9,858	290	3,662	6,145	9,807	154
	(40.12%)	(59.88%)	(100%)		0.34%	0.57%	0.91%	
46 Wajir	2,476	3,461	5,937	60	2,404	3,551	5,955	27
	(41.70%)	(58.30%)	(100%)		0.22%	0.33%	0.55%	
47 Mandera	2,215	3,676	5,891	100	2,176	3,780	5,956	52
	(37.60%)	(62.40%)	(100%)		0.20%	0.35%	0.55%	
Total	595,180	596,436	1,191,616	12,424	539,468	543,246	1,082,714	6,272
	49.94%	50.05%	100%	1.04%	49.83%	50.17%	100%	0.58%

Observations:

(i)   The following *twenty (20)* counties registered more female than male candidates in 2020 KCPE examination: *Isiolo, Meru, Vihiga, Kakamega, Busia, Nairobi, Kwale, Elgeyo Marakwet, Siaya, Tharaka Nithi, Kisii, Kisumu, Bungoma, Kilifi, Lamu, Bomet, Mombasa, Uasin Gishu, Makueni,* and *Migori.* This is an increase from *eighteen (18)* counties that registered more female than male candidates in 2019.

(ii)   The number of candidates who were absent increased from *6,272 (0.58%)* in the year 2019 to *12,424 (1.04%)* in the year 2020 KCPE examination.

(iii)   The counties with the highest candidature in the 2020 KCPE examination were *Nairobi (66,174), Kakamega (63,835), Nakuru (56,528), Bungoma (55,334)* and *Kiambu (43,007).*

(iv)   The counties with the lowest candidature in the 2020 KCPE examination were *Lamu (3,322), Isiolo (3,946), Samburu (5,041), Marsabit (5,665)* and *Tana River (5,696).*

(v)   *Three (03)* counties recorded a drop in the number of candidates registered in the year 2020 KCPE examination compared to the year 2019. These were: *Nyandarua, Nyeri* and *Mandera.*

Table 3: 2020 and 2019 KCPE Examination Centres by County

County code and Name		Number of Examination Centres					
		2020			2019		
		Private	Public	All	Private	Public	All
1.	01 TaitaTaveta	33 (0.12%)	199 (0.70%)	232 (0.82%)	27 (0.10%)	200 (0.72%)	227 (0.82%)
2.	02 Kwale	85 (0.30%)	369 (1.30%)	454 (1.60%)	77 (0.28%)	359 (1.29%)	436 (1.57%)
3.	03 Mombasa	312 (1.10%)	95 (0.33%)	407 (1.43%)	303 (1.09%)	96 (0.35%)	399 (1.43%)
4.	04 Kilifi	171 (0.60%)	521 (1.83%)	692 (2.43%)	161 (0.58%)	502 (1.81%)	663 (2.28%)
5.	05 Tana River	14 (0.05%)	137 (0.48%)	151 (0.53%)	14 (0.05%)	137 (0.49%)	151 (0.54%)
6.	06 Lamu	12 (0.04%)	89 (0.31%)	101 (0.35%)	9 (0.03%)	86 (0.31%)	95 (0.34%)
7.	07 Nyandarua	109 (0.38%)	339 (1.19%)	448 (1.57%)	117 (0.42%)	338 (1.22%)	455 (1.64%)
8.	08 Nyeri	126 (0.44%)	389 (1.37%)	515 (1.81%)	121 (0.44%)	388 (1.40%)	509 (1.83%)
9.	09 Kirinyaga	131 (0.46%)	197 (0.69%)	328 (1.15%)	137 (0.49%)	197 (0.71%)	334 (1.20%)
10.	10 Murang'a	126 (0.44%)	504 (1.77%)	630 (2.21%)	125 (0.45%)	504 (1.81%)	629 (2.26%)
11.	11 Kiambu	418 (1.47%)	458 (1.61%)	876 (3.08%)	399 (1.43%)	455 (1.64%)	854 (3.07%)
12.	12 Machakos	241 (0.85%)	837 (2.94%)	1,078 (3.79%)	209 (0.75%)	834 (3.00%)	1043 (3.75%)
13.	13 Kitui	119 (0.42%)	1,225 (4.30%)	1,344 (4.72%)	114 (0.41%)	1,189 (4.28%)	1,303 (4.69%)
14.	14 Embu	118 (0.41%)	380 (1.34%)	498 (1.75%)	116 (0.42%)	377 (1.36%)	493 (1.77%)
15.	15 Meru	277 (0.97%)	717 (2.52%)	994 (3.49%)	275 (0.99%)	712 (2.56%)	987 (3.55%)
16.	16 Marsabit	38 (0.13%)	131 (0.46%)	169 (0.59%)	39 (0.14%)	124 (0.45%)	163 (0.59%)
17.	17 Isiolo	39 (0.14%)	81 (0.28%)	120 (0.42%)	36 (0.13%)	75 (0.27%)	111 (0.40%)
18.	18 Makueni	88 (0.31%)	871 (3.06%)	959 (3.37%)	92 (0.33%)	868 (3.12%)	960 (3.45%)
19.	19 Tharaka Nithi	65 (0.23%)	401 (1.41%)	466 (1.64%)	64 (0.23%)	396 (1.42%)	460 (1.65%)
20.	20 Nairobi	878 (3.09%)	205 (0.72%)	1,083 (3.81%)	835 (3.00%)	211 (0.76%)	1,046 (3.76%)
21.	21 Turkana	53 (0.19%)	256 (0.90%)	309 (1.09%)	48 (0.17%)	246 (0.88%)	294 (1.06%)
22.	22 Samburu	9 (0.03%)	117 (0.41%)	126 (0.44%)	9 (0.03%)	112 (0.40%)	121 (0.44%)
23.	23 Trans Nzoia	201 (0.71%)	355 (1.25%)	556 (1.95%)	214 (0.77%)	346 (1.24%)	560 (2.01%)
24	24 West Pokot	51 (0.18%)	477 (1.68%)	528 (1.86%)	49 (0.18%)	459 (1.65%)	508 (1.83%)

County code and Name		Number of Examination Centres					
		2020			2019		
		Private	Public	All	Private	Public	All
25.	25 Bomet	199 (0.70%)	621 (2.18%)	820 (2.88%)	182 (0.65%)	604 (2.17%)	786 (2.83%)
26.	26 UasinGishu	261 (0.92%)	463 (1.63%)	724 (2.54%)	261 (0.94%)	449 (1.61%)	710 (2.55%)
27.	27 Nakuru	354 (1.24%)	689 (2.42%)	1043 (3.66%)	340 (1.22%)	676 (2.43%)	1,016 (3.65%)
28.	28 Kericho	238 (0.84%)	510 (1.79%)	748 (2.63%)	240 (0.86%)	495 (1.78%)	735 (2.64%)
29.	29 Nandi	142 (0.50%)	708 (2.49%)	850 (2.99%)	135 (0.49%)	691 (2.48%)	826 (2.97%)
30.	30 Laikipia	57 (0.20%)	255 (0.90%)	312 (1.10%)	59 (0.21%)	255 (0.92%)	314 (1.23%)
31.	31 Kajiado	255 (0.90%)	384 (1.35%)	639 (2.25%)	237 (0.85%)	357 (1.28%)	594 (2.14%)
32.	32 Narok	141 (0.50%)	601 (2.11%)	742 (2.61%)	135 (0.49%)	570 (2.05%)	705 (2.54%)
33.	33 Baringo	73 (0.26%)	583 (2.05%)	656 (2.30%)	72 (0.26%)	561 (2.02%)	633 (2.28%)
34.	34 Elgeyo Marakwet	63 (0.22%)	379 (1.33%)	442 (1.55%)	59 (0.21%)	372 (1.34%)	431 (1.55%)
35.	35 Busia	89 (0.31%)	422 (1.48%)	511 (1.80%)	77 (0.28%)	418 (1.50%)	495 (1.78%)
36	36 Bungoma	224 (0.79%)	765 (2.69%)	989 (3.48%)	227 (0.82%)	751 (2.70%)	978 (3.52%)
37.	37 Kakamega	183 (0.64%)	878 (3.09%)	1,061 (3.73%)	177 (0.64%)	859 (3.09%)	1,036 (3.73%)
38.	38 Vihiga	46 (0.16%)	380 (1.34%)	426 (1.50%)	46 (0.17%)	377 (1.36%)	423 (1.52%)
39.	39 Kisumu	144 (0.51%)	611 (2.15%)	755 (2.65%)	124 (0.45%)	604 (2.17%)	728 (2.62%)
40.	40 Kisii	280 (0.98%)	697 (2.45%)	977 (3.43%)	285 (1.02%)	697 (2.51%)	982 (3.54%)
41.	41 Homa Bay	190 (0.67%)	868 (3.05%)	1,058 (3.72%)	176 (0.63%)	863 (3.10%)	1,039 (3.74%)
42.	42 Siaya	65 (0.23%)	645 (2.27%)	710 (2.49%)	62 (0.22%)	642 (2.31%)	704 (2.53%)
43.	43 Nyamira	110 (0.39%)	403 (1.42%)	513 (1.80%)	108 (0.39%)	403 (1.45%)	511 (1.84%)
44.	44 Migori	221 (0.78%)	607 (2.13%)	828 (2.91%)	204 (0.73%)	599 (2.15%)	803 (2.89%)
45.	45 Garissa	100 (0.35%)	103 (0.36%)	203 (0.71%)	91 (0.33%)	104 (0.37%)	195 (0.70%)
46.	46 Wajir	35 (0.12%)	162 (0.57%)	197 (0.69%)	34 (0.12%)	151 (0.54%)	185 (0.67%)
47.	47 Mandera	46 (0.16%)	146 (0.51%)	192 (0.67%)	43 (0.15%)	135 (0.49%)	178 (0.64%)
Total		7,230 (25.40%)	21,230 (74.60)	28,460 (100%)	6,964 (25.04%)	20,844 (74.96%)	27,808 (100%)

Observations:

(i)   The counties with the highest number of KCPE examination centres in 2020 were *Kitui (1,344), Nairobi (1,083), Machakos (1,078), Kakamega (1,061)* and *Homabay (1,058)*.

(ii)   The number of private examination centres *increased* from *6,964* in the year 2019 to *7,230* in the year 2020, a percentage increase of *3.82%,* while the number of public examination centres *increased* from *20,844* in the year 2019 to *21,230* in the year 2020, a percentage increase of *1.85%;*

(iii)   *Nairobi* County had more private (878) than public (205) schools in 2020 as well as *Mombasa* county with 312 private and 95 public schools, a similar trend was noticed in 2019 in the two counties.

Table 4: KCPE Examination Overall Candidates Performance by Subject for the years 2020 to 2019

Subject	2020			2019			Z - Test	Remarks
	Number Sat	Mean	Std Dev	Number Sat	Mean	Std Dev		
English Language	1,180,081	26.75	9.07	1,081,903	26.81	8.66	-5.17	Drop
English Composition	1,172,688	16.62	7.73	1,070,419	15.98	7.15	64.06	Improved
Kiswahili	1,179,188	25.65	7.77	1,081,055	22.33	6.44	351.06	Improved
Kiswahili Insha	1,173,946	18.75	7.56	1,076,473	20.70	7.30	-196.49	Drop
Kenyan Sign Language	720	20.80	8.03	770	19.56	7.11	3.15	Improved
Kenyan Sign Language Composition	663	10.68	6.56	737	12.71	6.95	-5.63	Drop
Mathematics	1,180,344	25.81	11.47	1,082,063	24.63	11.04	78.66	Improved
Science	1,179,974	24.99	8.67	1,081,822	28.47	9.18	-292.58	Drop
Social Studies	1,179,847	32.20	11.11	1,081,814	32.65	8.97	-33.41	Drop
Religious Education	1,179,832	19.33	6.02	1,081,808	18.74	5.48	76.88	Improved

Observations:

(i) *Five (05) papers: English Composition, Kiswahili Lugha, Kenyan Sign Language Objective, Mathematics* and *Religious Education* recorded an improvement in performance in the year 2020 when compared to the year 2019.

(ii) *Five (05) papers: English Language, Kiswahili Insha, Kenyan Sign Language Composition, Science* and *Social Studies* recorded a drop in performance in the year 2020 when compared to the year 2019.

Table 5: KCPE Examination Overall Mean Scores Performance by Gender for the year 2020

Subject	All		Female		Male	
	Mean	Std	Mean	Std	Mean	Std
English	50.03	14.96	51.29	14.58	48.77	15.21
Kiswahili	50.02	14.95	51.63	14.60	48.41	15.12
Kenyan Sign Language	49.98	15.03	50.96	13.68	49.10	16.10
Mathematics	50.01	14.98	49.37	14.49	50.64	15.43
Science	50.03	14.98	48.80	14.46	51.26	15.37
Social Studies & Religious Educ.	50.31	14.95	49.32	14.38	51.28	15.43
National Means	**248.00**	**70.59**	**248.00**	**68.94**	**248.00**	**72.21**

Observations:

(i)   On overall, performance between male and female candidates was similar/comparable;

(ii)   Female candidates performed better than their male counterparts in *English, Kiswahili* and *Kenyan Sign Language.*

(iii)   Male candidates performed better than their female counterparts in *Mathematics, Science* and *Social Studies & Religious Education.*

Table 6: KCPE Examination Overall Candidates Performance by Range of Marks for the years 2018 to 2020

Standard Mark Range		Year and Candidature					
		2020		2019		2018	
		Number	Percentage	Number	Percentage	Number	Percentage
1.	400 – 500	8,091	0.68%	9,673	0.89%	11,559	1.09%
2.	300 – 399	282,090	23.67%	242,821	22.30%	223,862	21.10%
3.	200 – 299	589,027	49.43%	566,069	51.98%	574,173	54.13%
4.	100 – 199	299,677	25.15%	263,500	24.20%	240,178	22.64%
5.	001 – 099	307	0.03%	1,393	0.13%	2,592	0.24%
6.	Number Sat	1,179,192	98.96%	1,083,456	99.49%	1,052,364	99.21%
7.	Absent	12,424	1.04%	5,530	0.51%	8,347	0.79%
8.	Total Entry (Registered Candidates)	1,191,616		1,088,986		1,060,711	
9.	Highest mark (out of 500)	433		440		453	

Observations:

(i)   There is a drop in the percentage of candidates attaining the aggregate score of 400 marks and above from 0.89% in 2019 to 0.68% in 2020. However, it should be noted that there was also a drop from 1.09% in 2018 to 0.89% in 2019.

(ii)   The performance of candidates scoring between 300 and 399 improved from 22.30% in 2019 to 23.67% in 2020.

(iii)   Notably, the percentage of candidates scoring between 001 and 099 reduced from 0.13% in 2019 to 0.03% in 2020.

Table 7:   Overall Performance by Range for Candidates with Special Needs for KCPE Examinations 2018 to 2020

Standard Mark Range		Year and Candidature					
		2020		2019		2018	
		Number	Percentage	Number	Percentage	Number	Percentage
1.	400 – 500	9	0.34%	11	0.46%	8	0.32%
2.	300 – 399	318	11.89%	211	8.77%	209	8.38%
3.	200 – 299	897	33.53%	726	30.16%	713	28.58%
4.	100 – 199	1,356	50.69%	1,350	56.09%	1,412	56.59%
5.	001 – 099	11	0.41%	45	1.87%	76	3.05%
6.	Number Sat	2,591	96.86%	2,343	97.34%	2,418	96.91%
7.	Absent	84	3.14%	64	2.66%	77	3.09%
8.	Total Entry (Registered Candidates)	2,675		2,407		2,495	
9.	Highest mark (out of 500)	420		414		447	

Table 8: KCPE Examination Candidates' Range of Marks for the Prison Examination Centres for 2020 and 2019

Standard Mark Range		Year and Candidature			
		2020		2019	
		Number	Percentage	Number	Percentage
1	400 – 500	-	-	1	0.09%
2	300 – 399	43	5.08%	88	8.27%
3	200 – 299	309	36.52%	392	36.84%
4	100 – 199	268	31.68%	384	36.09%
5	001 – 099	70	8.27%	4	0.38%
6	Number Sat	690	81.56%	869	81.67%
7	Absent	156	18.44%	195	18.33%
8	Total Entry (Registered Candidates)	846		1,064	
9	Highest mark (out of 500)	381		403	

Table 9: 2020 KCPE Examination Candidates' Range of Marks by Age

Age	0-99	100-199	200-299	300-399	400-500	Total
12 and Below	8	4,835	13,083	8,098	178	26,202
13 and 14	103	77,203	247,531	183,560	7,138	515,535
15 and 16	90	129,589	244,127	77,354	727	451,887
17 and 18	70	68,830	70,867	11,213	40	151,020
19 and Above	36	19,220	13,419	1,865	8	34,548
Total	307	299,677	589,027	282,090	8,091	1,179,192

Table 10: Candidates who sat for the KCPE Examination under Special Circumstances by County for the years 2020 and 2019

County Code and Name	No. of Candidates who took examination in prisons		No. of Candidates who took examination in hospitals		Total	
	2020	2019	2020	2019	2020	2019
1. Taita Taveta	9	5	0	1	2	6
2. Kwale	0	5	9	3	3	8
3. Mombasa	22	22	3	0	1	22
4. Kilifi	1	0	4	0	1	0
5. Tana River	0	0	4	0	0	0
6. Lamu	0	0	2	0	0	0
7. Nyandarua	0	0	2	2	2	2
8. Nyeri	6	24	3	1	1	25
9. Kirinyaga	1	0	3	0	1	0
10. Murang'a	25	19	2	0	4	19
11. Kiambu	7	3	3	6	6	9
12. Machakos	16	16	5	2	5	18
13. Kitui	0	15	8	5	5	20
14. Embu	13	13	3	1	1	14
15. Meru	26	30	2	3	3	33
16. Marsabit	0	0	1	0	0	0
17. Isiolo	0	0	1	2	2	2
18. Makueni	11	9	7	1	1	10
19. TharakaNithi	0	0	2	0	0	0
20. Nairobi	478	548	8	4	4	552
21. Turkana	11	6	2	0	3	6
22. Samburu	0	0	2	0	0	0
23. Trans Nzoia	29	28	6	8	8	36
24. West Pokot	0	0	5	3	3	3
25. Bomet	0	0	6	2	2	2
26. Uasin Gishu	36	34	6	1	1	35
27. Nakuru	56	59	7	3	4	62

County Code and Name	No. of Candidates who took examination in prisons		No. of Candidates who took examination in hospitals		Total	
	2020	2019	2020	2019	2020	2019
28. Kericho	28	21	3	2	2	23
29. Nandi	0	0	6	0	0	0
30. Laikipia	0	17	2	2	2	19
31. Kajiado	30	32	8	5	5	37
32. Narok	22	14	11	2	5	16
33. Baringo	12	0	6	4	4	4
34. Elgeyo Marakwet	0	0	4	1	1	1
35. Busia	12	2	9	4	4	6
36. Bungoma	13	11	18	6	6	17
37. Kakamega	37	29	10	3	5	32
38. Vihiga	3	0	2	5	8	5
39. Kisumu	72	69	13	3	4	72
40. Kisii	18	17	5	8	9	25
41. Homa Bay	11	14	11	4	4	18
42. Siaya	10	9	10	4	4	13
43. Nyamira	2	0	3	4	6	4
44. Migori	0	0	7	6	6	6
45. Garissa	0	0	1	0	0	0
46. Wajir	0	0	2	1	1	1
47. Mandera	0	0	1	0	0	0
Total	1,017	1,064	238	112	1,255	1,176

Observation:

The number of candidates who took the KCPE examination under special circumstances increase from *1,176* in the year 2019 to *1,255* in the year 2020. This is a percentage increase of *6.72% (79).*

2.2 MARKING OF THE KCPE EXAMINATION

The objective papers in the KCPE examination are machine scored/marked while the compositions are manually marked by examiners. The KCPE examination is a norm-reference examination whereby candidates' scores are standardized to make the scores in each of the subjects have the same weighting.

2.2.1 Rationale behind the Standardization of Raw Marks to Standard Marks

Standardization of Raw Marks to Standard Marks in the KCPE examination is a process that involves adjusting the raw marks for each paper in the examination to allow for differences in difficulty and in the extent to which **marks scatter (standard deviation)**. In this process of standardization, the difficulty among the papers is measured in terms of the **mean raw marks** scored by all candidates, while the differences in scatter are measured in terms of the **Standard Deviation**.

It entails converting the raw marks of each paper in the KCPE examination so that the mean and Standard Deviations of each of the papers are identical. For the KCPE examination, the mean expected of a normal distribution is **50** and the standard deviation is **15**. The formula used for converting the raw scores to standard score is as follows:

$$X_{SD} = 50 + \frac{[X - M]}{SD} x15$$

Where X_{SD} = Standard score
X = raw mark obtained by the candidates
M = mean raw mark
SD = Standard deviation of the raw marks

Example:

2.2.1.1 In a paper where the mean raw mark of all candidates is 20 and a Standard Deviation is 10, the standard score for a candidate whose raw marks is 25 would be:

$$50 + \frac{[25 - 20]}{10} x15 \approx 58$$

2.2.1.2 In a paper where the mean raw mark of all candidates is 47 and a Standard Deviation is 10 the candidate whose raw marks is 25 would be:

$$50 + \frac{[25 - 47]}{10} x15 \approx 17$$

2.2.2 Standard Scores

Standard scores as can be seen from the illustrations above are a measure of relative performance and have the ability to inform on a candidate's performance in comparison to the other candidates. They are essential when results from different papers must be combined to give an overall total, as is the case in the KCPE examination, and are useful for comparing relative performance of a candidate from subject to subject or from year to year. Once the raw marks have been standardized, the cut-off marks for all grades from Grade A to Grade E are identical for all subjects and are therefore maintained at the same level from year to year. The standardized scores are then used for reporting candidates' performance and for selection purposes. When the scores are standardized the relative positions of the candidates remain unchanged; the top candidate in each subject still remains at the top.

Standard scores always convey the exact information as to the position of a candidate relative to other candidates sitting the same examination.

Standard scores are essential if marks from several papers are to be added to give a total score, and it is desired that each paper should contribute equally to the total score.

2.3 THE OBJECTIVE OF THE KCPE EXAMINATION REPORT

The objective of the KCPE Examination report is to form a dialogue between KNEC and the relevant stakeholders in order to enhance candidates' enrolment and performance by providing the indicators of enrolment as well as performance so that the relevant stakeholders can review the targets. The KCPE examination report also informs teachers and prospective candidates of areas of weaknesses for purposes of improvement. It also includes the question papers that candidates sat for in the year 2020 KCPE examination.

This year's report:

2.3.1 gives a detailed analysis of candidates' performance in each of the KCPE examination papers;

2.3.2 provides the classroom teachers with information about pupils' weaknesses in the course content;

2.3.3 provides suggestions on better teaching and learning methods that can enhance performance;

2.3.4 gives teachers advice on how they can re-orientate their teaching strategies to enhance pupils' learning and performance.

The year 2020 KCPE examination report therefore highlights those items in which candidates performed poorly and also advances possible reasons for the poor performance. It is hoped that analysis and discussion of difficult items will be helpful to the teachers and the comments given will continue to enrich their teaching methodology so as to enhance students' learning and hence improve their performance.

While the Council presents analysis and discussions of only the poorly performed questions, it is hoped that schools will access KCPE School Specific analysis for all the questions at subject level to assess both the content and the cognitive skills tested for the benefit of teaching their future candidates better.

In determining the performance of candidates, *Item Analysis* is used. Item analysis involves determining the *Facility Index (f-index)* and *Discrimination Index (d-Index)* of each question in the paper for the chosen sample population of candidates. The facility index refers to the relative measure of *difficulty or ease* of a question based on the percentage of candidates obtaining a correct response to a question. The discrimination index on the other hand indicates how successfully a question can sort out the abilities into

3.0   ENGLISH LANGUAGE AND COMPOSITION

The English examination consisted of two sections:

Section **A** – objective question   Section **B** – composition writing

3.1   GENERAL PERFORMANCE OF CANDIDATES

Table 11 below shows the performance of candidates in English in the 2020 KCPE examination. Similar data for the years 2017, 2018 and 2019 are also provided for comparison.

Table 11   General Performance in English for the Last Four Years

Year	2017		2018		2019		2020	
Paper	Obj	Comp	Obj	Comp	Obj	Comp	Obj	Comp
% mean	47.62	39.60	54.68	39.40	53.64	39.92	53.50	41.53

From the table above, the following observations can be made:

i)   That the percentage mean for the English objective paper declined by -0.14 points from 53.64 in 2019 to 53.50 in 2020.

ii)   That the percentage mean for the English composition increased by 1.61 points from 39.92 in 2019 to 41.53 in 2020.

Figure 2 below shows the performance pattern in the two papers graphically.
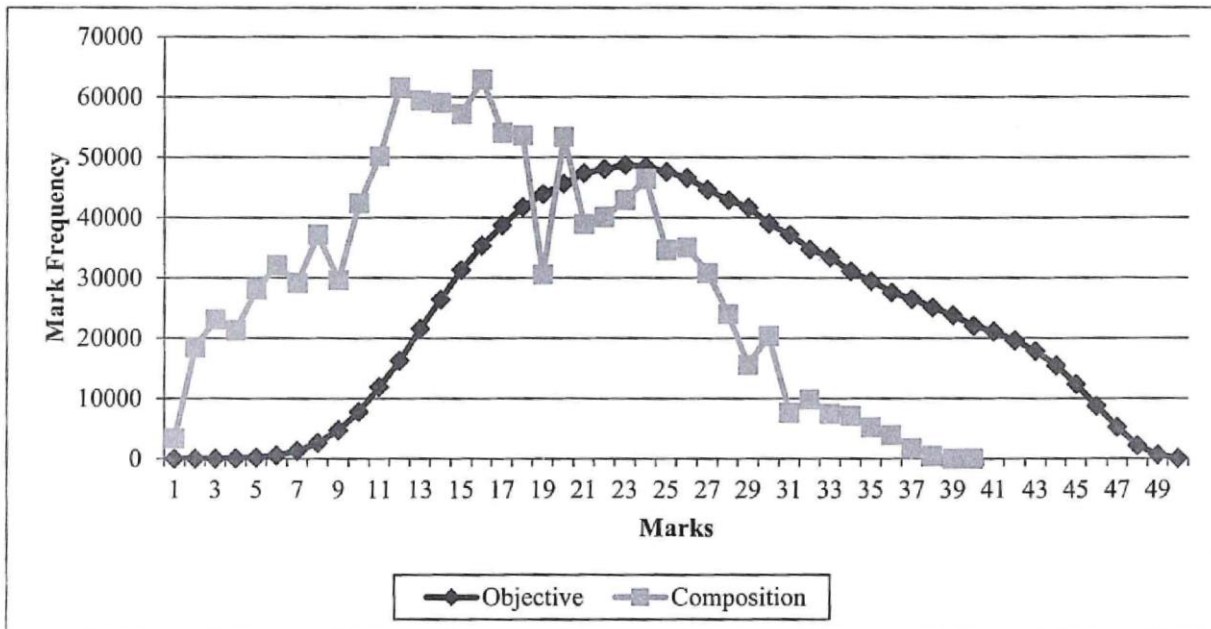
3.2   Section A: Objective Paper

The percentage mean for this year was 53.50.

3.2.1   Analysis of Selected Items

Figure 3 below shows the pattern of performance per item in this paper for a total of 1,180,065 candidates whose average mean mark was 26.75 out of 50 (a percentage mean of 53.50), with standard deviation of 9.07.

Figure 3
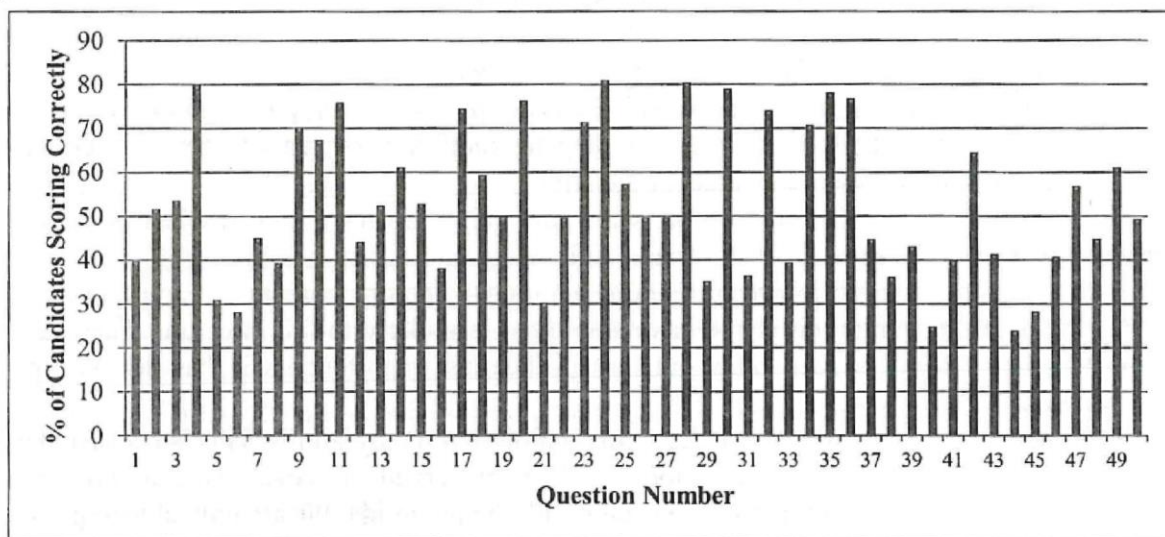
From figure 3 above, it is observable that there were three questions in the year 2020 KCPE English objective paper in which only 30% or less of the candidates scored correctly. These questions, together with the percentage of candidates scoring on them correctly, are shown in Table 12..

Table 12   Questions with Facility Index of 30% and below

Question Number	6	40	44	45
% Scoring Correctly	28.10	24.77	22.87	28.29

Question 6 was based on **Cloze Test**.
Read the passage below. It contains blank spaces numbered 1 to 15. For each blank space, select the best alternative from the choices given.

Whenever you are walking __1__ a swampy place, remember to watch __2__ for leeches. Leeches look like earthworms but they are __3__ a nuisance. They cling onto the body of a human being or an animal and __4__ blood from it. Although it sounds __5__ , it does not really hurt to be __6__ by a leech.
   A. pinched

   B. injured

   C. bitten

   D. attacked

Option	A	B	C*	D
% choosing the option	16.89	15.22	28.10	38.72
Mean mark in other questions	26.36	22.35	32.00	24.79

The correct option was **C**. It required that candidates apply their knowledge of vocabulary in the given context to fill the blank with the correct option. Majority of the candidates selected "attacked" as the correct answer probably because they did not know the difference between "bite" and "attack". In this context, "bitten" was the best option. Leeches use their razor sharp teeth to penetrate the skin of their victim and suck blood.

Questions 40, 44 and **45** were based on the passage below.

Read the following passage and then answer questions 39 to 50.

The oldest stone buildings in the world are the pyramids. They have stood for nearly five thousand years and are likely to continue standing for thousands of years to come. There are over eighty of them **scattered** along the banks of the Nile.

Some of the pyramids still look the same way they must have looked when they were built thousands of years ago. Most of the damage suffered by the others has been at the hands of men looking for treasure or stone to use in modern buildings. The dry climate of Egypt has helped to preserve the pyramids, and their shape has made them less likely to fall into ruin. These are good reasons why they can still be seen today, but perhaps the most important one is that they were planned to last forever.

It is obvious that plans were made for the building of the pyramids. This is because the plans of other large works done at the same period have been preserved. However, there are no writings or pictures to show us how the Egyptians planned or built the pyramids. We are only able to guess at the methods used. **Nevertheless**, by examining the actual pyramids and various tools which have been found, archaeologists have formed a fairly clear picture of the plans.

One thing is certain: there must have been months of careful planning before they could begin to build. The first thing they had to do was to choose a suitable place. You may think this was easy with miles and miles of empty desert around, but a pyramid could not just be built anywhere. Specific rules had to be followed, and certain problems had to be **overcome**.

The pyramid had to be on the west side of the Nile; the side on which the sun set. This was for religious reasons. The pyramid also had to stand well above the level of the river to protect it against regular floods. The pyramid could not be too far from the Nile as the stones to build it needed to be carried in boats down the river to the nearest point. Water transport was, of course, much easier than land transport. The builders also had to find a rock base which was not likely to crack under the great weight of the pyramid. Finally, the pyramid had to be near the capital or, better still, the king's palace so that he could visit it easily and personally check the progress being made on the final resting place of his body.

(Adapted from *The Pyramids* by John Weeks)

40. The word "scattered" as used in the passage can be replaced by
    A. located.
    B. spread.
    C. extended.
    D. dispersed.

Option	A	B*	C	D
% choosing the option	36.93	24.77	11.36	25.80
Mean mark in other questions	25.64	30.22	20.18	27.83

The correct answer was option **B**, "spread". This question required candidates to provide the contextual meaning of the word "scattered". It also partly required candidates to borrow vocabulary from their extensive reading. The context of the passage was supposed to guide them to the best option. However, majority were attracted to option **A**, "located" which was plausible but not the best in this context.

44. Why do people believe that there must have been plans in the building of the pyramids?
   A. No building can be constructed without a plan.
   B. Some evidence has been produced to prove it.
   C. The Egyptians were well known to be very intelligent,
   D. Other great buildings at the time also had plans.

Option	A	B	C	D*
% choosing the option	38.80	21.51	14.64	23.91
Mean mark in other questions	26.43	27.94	19.79	30.39

This question required learners to employ their comprehension skills. The best option was **D** which was derived from **Paragraph 3** of the passage. Many candidates who chose option **A** failed to use the information in the passage to answer the question. In the passage, it is not indicated that "No building can be constructed without a plan".

45. The statement "one thing is certain" means that
   A. it is debatable.
   B. there is no doubt.
   C. it is possible.
   D. there is no proof.

Option	A	B*	C	D
% choosing the option	16.78	28.29	43.43	10.36
Mean mark in other questions	24.74	32.43	24.88	22.17

The best option was **B**. This question required learners to use contextual clues in order to arrive at the answer. Option **C** was very popular with most candidates, however, "being certain" is "to have no doubt". It is not "being possible". Candidates are advised to read the passage carefully for comprehension.

SECTION B: COMPOSITION

English composition registered an increase of 1.62 points from 39.92 in 2019 to 41.53 in 2020. The paper tested the ability of a candidate to compose a personal and convincing account. The candidate was required to write a story that was grammatically accurate, fluent, interesting and original. Mastery of plot development as well as proficiency in the use of variety of structures and vocabulary was expected. In this case, a candidate was required to narrate an account in which the candidate was very excited because it was going to be their first time to receive such important visitors.

4

GROUP 1 (01-10 MARKS)

Composition A

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.
I was very excited because it was going to be our first time to receive such important visitors.

in a two home so wi thai poliy vihide leshas mill ond the daining terpull was good so wi weitead ontel awa destene areved ond if was amehizing that doy I will never forget when the vistors arived wi wll cand the with joy ond good likehing fises every body was pgrairet ond hopey so the day was al mezehig ond in ta estrsio than wi espelt so my grand matha geve a spech ond hi srd "this day is good ond I delive that every one is hopey so lise go ond get a mell so that we can coundener engewing the day. Aftal sear time ourry one wac areied ond wes saved tht food grond imather so de wi ove so mach fred se you con ehint an to we de nai edall to olif you drest. Afvta one haur elrery one was fooll ond the lound music wes prest on so wi contihuw dansing ond aving fon le loas we ohid good fariech gest wa wey living in up rond and the piy as a vista so we weja hopen ond even my frond fatha shed teyas of joy but pred canes de for a foll so a fut some ten my grend folle conipus und every are

5

sahrod and people roid in all deiro(shon shren
by my fothe colld the Dd waoond in vomed hir
a davt the angselet the Dt sehsf that is
a lipv of an aye I velld dey thay tha that
we con wat is rong with him in
heand was civin wat and the doyte sclbha
I thing that hi will vour bar the Dt
was mano let and the yong boy so that
agseder and the velld the Dt that he svevt
on a tova of a banana br the stevos
the way to the doing tepall so we veated
ond so the covo od banano was they the
Dt collcd an aovpulics with hitr and the
faos thodveit in hores in hospedoll so
we lon that an ovsbelet bo net aiv
a shit in bo roroll of moth my frhond
fothe was clioyod ond gvobj got in
lings va jime be velld rnever aworn
agein de cosne will he fellold his spain
was dron ond he will get te teashi with
as hivhit in vihin that it was oll in
vehin det w olite vet hime ontill hi tove
doc to his sense and he was good that
he anlas toad ani hi tollid es thor
is is a stevge in life dg toad has

the foillan sey, and infmed as dc proud or
bia, ond de a good roll modelle?

This is a poor script. The candidate fails to develop a story and he/she struggles to write words which are not correct e.g. "stey as" (stairs), "prepayed" (prepared), "terbull" (table), "areved" (arrived), "hapey" (happy) among others. The examiner has to guess what the candidate intends to write. The candidates made all kinds of tense errors; e.g. was arrived (had arrived), "continuw dancing" (continued dancing), "what is wrong" (what was wrong), "wented" (went). In addition, the script had many errors of punctuations, commas, full stops, and capital letters. However, it is important to note that a number of words were correctly written by the candidate but were not connected to make any meaningful sentences (them, home, start, want, there).

Mark awarded 03

Composition B

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.
I was very excited because it was going to be our first time to receive such important visitors.

The day was plan to be on Sanday morning. The visitors wer excited to come with many thing like excercise books story books and others. My paret wer told has me and my brother to do some works in the house to be ready for the visitors.

The day reach. many visitors come to our house. they wer come becouse of our behever to school. and we wer the best in football. in that school we wer the best student to anderstand wat our teacher teach as. and thats way they told as to go at hom and told our parents that they will come on Sanday in to our house to bring same things. and they promis as at the time that we will remaie in class eight. they will take as ini form one. were there is some student ho have good maners lik hers.

They kame at home and our moth and grisf her they stated toking there story at the time that me and my brother come we gate the visitors in the house we wer so happy to see them. we get in happy

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and grift them, aler that we go in the kichen and bring some food to our mother to save them. our mother started to save the food for them. after the visitors finish to eat they say thangs and they looke, with ther tary that they wer bring them to our hoose then told our mother that they will bring us to form one and they will look for us some good tenes of football, becouse we wer the best that we can not go in smoll team of football our mother happy to lisen that.

This script is an improvement from the previous one. The candidate attempts to write a story about visitors coming to their home to reward the writer and his brother for being the best in football. However, the flow of the story is hampered by many errors of spelling such as Sanday (Sunday), paret (parent), wer (were), behaver (behaviour), anderstand (understand), way (why). There are also many sentences which were wrongly constructed; e.g. "we will remove in class eight" (complete class eight), "me and my brother" (my brother and I), "bring us to form one" (take us to form one)". Tense errors include plan (planned), reach (reached), come (came), get in (got in), will (would), bring (brought), go (went). Despite the errors cited above, the candidate demonstrates that he/she has an idea about paragraphing though the paragraphs are not well developed. There are also instances of good use of capital letters at the beginning of a sentence. In addition, the candidate has the following words spelt correctly, though some of these words do not help in the development of the story: books, football, class, eight, brother, morning etc.

Mark awarded 06

Composition C

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.
I was very excited because it was going to be our first time to receive such important visitors.

However it simee quite strange hut to us woe very important. my mother was already done his work of of cooking I was told by my mothe that the guest that is coming is a very rich person. And also a good person. I sat near the gate to see who was the guest but when I was sitting there I had. open! open! Open the gate my father said.

I quitkly rashed and open up the gate but there was a lot of riches in a que- as they enterd the gate in the third cat I saw out Governer of our country. is this our vistor I love him I went quickly to my farthers house and told him that the goust have airedy enter. and he told me to sit next at were he was sitting his going to lalk his friend he lucued him and told him to get in the House he was very happy as he entede his friend house acned my father which worh do yo do my father told him that he is a loyree that is good. They toaltted and they togered alot about besioes He told my father to be his pepury but my farthal

did not refuse or acept he told him he
will thing about it. It was fun to meet
you and it will be good to work with
you. He gave my father some money
and left. And he told him to think
about the ofer he had given him.

This is a progression from the previous script. The candidate attempts to write a story about a rich guest who happens to be the governor and had come on a business deal with his father. However, the flow of the story is hampered by numerous errors of tense. For example, "was done" (had done), "enter" (entered), "is coming" (was coming). Instances of wrong word use were also noted, such as, "were" (where), "thing" (think), "farther" (father).

There are also spelling errors as follows:

semis	seems
mothe	mother
quickily	quickly
countly	county
toalked	talked
bisines	business

In this script, punctuation marks are not correctly used. However, the candidate spells some words correctly (e.g. however, quite, sitting, meet, happy). The candidate is also able to use good punctuation marks (open! Open!). It is notable that the candidate is able to develop the story though with limited ability in the use of English language. However, there could be better scripts in this category.

Mark awarded 09

GROUP II (11-20 MARKS)

Composition D

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.
I was very excited because it was going to be our first time to receive such important visitors.

We were told by our teachers we were very anxious to now who were our visitors. Only to now it was some of the cabinet secretarice.

One of them came and told has thate he is the cabinet secretury of enviroment. He started telling the students. The way of mentein the enviroment.

He started telling has that we should not throw papers or throwing plastic bottles on the grownd. That we should stope cating down trees. Becaus the soil will loose its fertility. And the trees atract rain fall. Without those our country will become a desert. No body wants to stay in a desert.

The next important visitor was the carbinet secretury of food and agrecalture. He wanted to talk to has about the way we andolling our food in school. I told my self that we donot andoll food very well.

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He started by telling has that the principal told her that we licke throwing food espeshally vegetables. He told has that we shauld stop throwing food. Becaus their is a child somwear who dose not have food. Some of them even they have never taste any food.

Vegetables are very important to our body without vegetabies we will net servive. The carbinet secretary fineshd is speech.

We were very happy that we had honer to be visited with search people. From that day pupils changed. They stoped throwing plastic bottles and papers. Food was not wasted by the pupils.

I even went and tought our comunity abought wat we were tought by the carbinet secretaries. The envirement became wery well ecuipt. I thancked God for giveng the carbinets the chans to come to our scheol and giveng has advice.

This is an improvement from the previous composition. The candidate able to write a story about the visitors including the Cabinet Secretary of Environment who informed them on how to take care of the environment However, the flow is interfered with by numerous errors of spelling, tense, vocabulary, and punctuation. Spelling errors include the following:

angxious	anxious
secretarice	secretaries
thate	that
agrecalture	agriculture
mentain	maintain
enviroment	environment
equipt	equipped

There are numerous errors of tense such as "will" (would), "is" (was), "does" (did). Weak structures were also noted in the script such as "to now who were our visitors …" instead of "to know who were our visitors …", "he started telling the students" instead of "he told the pupils". In spite of the errors cited above, the candidate is able to spell some words correctly (e.g. Cabinet, fertility, secretary and advice). The candidate is also able to develop the story though with limited proficiency. However, there could be better scripts in this category.

Mark awarded 13

Composition F

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.
I was very excited because it was going to be our first time to receive such important visitors.

The visitors who called at our school and said that they will come to our school the week that followed. Finally the day came. It was the minister for environment who said that he would like to come to our school and look at our environment.

Everyone in the school was happy to see his car entering our school compound. He was followed with several cars behind and infront of his car. His first step he entered at the school office and we were all told to go back to our classes. In a twinkling of an eye, he came out and there were many cameramen who came to take photos and videos of our school.

Our class was the first one that he entered and we cheared him up. As we were calm, he greated us and told us that we should be clean and smart all the time and we must keep our environment clean as possible. As he finished talking we were all told to go to the school assebly. When we settled down, is when he came and decided to talk to all of us. It was standard eight, only because we were the ones who were left at school when the other classes had closed.

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He told us that he can see our school it does not have enough tanks to wash our hands and even a pit of where we would burn the rubbish found in the school. He told us that he is going to buy for us the things that we require in our school. He also told us that we should plant some flowers in our school compound when we are done with our Kenya Certificate Primary Education exams. He said that the way he is imagining our school could look like when planted flowers it would look very beautiful.

When he was done, he went back to the office and talked to the headteacher of the school and told him that we are good children and he is going to bring for us trees and flowers we plant at our school environment. As he was going, we were told to go back to our classes and we would be shown what he bought for us.

Finally he came with some desks for those classes which have many pupils. We were very happy for the desks which were bought for us. We appreciated the gift that he gave us. Each and every pupil in the school was saying that he or she must look at the news of that day because there were many people of channels at the television

who came and took us photo. We were so happy
to see ourselves in the television once in a blue moon.

This script is better than the previous one. The story revolves around the visitor who not only encourages the school on Environmental Conservation but also donates desks to the pupils. The candidate exhibits good effort in paragraphing and punctuation. For instance, indented paragraphs are evident, with most of the sentences beginning with capital letters and ending with full stops. Display of good language structures is also noted. For instance, "finally the day came", "our class was the first one", "when we settled", "He also told us that we should plant", "it would look beautiful", "we appreciated the gift", "each and every pupil" and "once in a blue moon". The candidate also made good use of a variety of vocabulary such as "environment", "calm", "videos", "appreciated", "channels", "rubbish", "compound", "imagining", "television" and "gift". However, the script has certain errors of spelling, tense and punctuation. Weak sentence structures were fairly frequent, such as, "the week that follows" (the following week), "who were left" (who had been left), "he can see our school" (He could see our school), "a pit of where" (a pit in which) and "many people of channels at television" (many media houses). Spelling mistakes included (infront (in front), cheared (cheered), greated (greeted), assebly (assembly) and bought (brought).

Mark awarded 23

GROUP III (21-30 MARKS)

Composition G

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.

Mother had prepaired everything with the help of my bossom sister Mary and I. We set the table by spreading a beautiful long cotton mat on the table and placing diffrent varieties of food on top.

No sooner had we finished setting up the table that we heard the door bell ring. Atlas! The guests had finally arrived. father ushered them in and led them to the sitting room.

We all took our seats and waited quietly. "Good eveining Mr Katuo, good eveining Miss Omula. It is a plessure to have you here with us. Please make yourself at home," said father.

Suddenly Mr Katuo a tall dark man who dressed in a fashionable black cotton suit stood up and began to talk.

"The plessure is mine Mr. Albert.

Thank you for hosting us," he said. "I will keep my message short. The Honarable Joseph Mativo, governor to Libary County, sent us. We are pleased to inform you that Mary and Kioko were chosen to be in an exchange programme.

Everyone was as happy as a lark. My churchmouse family was not able to pay for school fees. Truley every cloud has a silver lining. Our joy knew no bounds. I could vividly remember the state we were in before.

Mary and I were kicked out of school everyday due to lack of school fees. We would oftenly go to the Sundu Slum to ask for meals. One day we met with Hon. Joseph Mativo. He felt empathy for us and took it upon himself to ensure we could school.

The two goverment officials stood up and was directed by mother to the dining table. We told stories, cracked jokes and ate in harmony. When the time came for them to leave, father walked them to their expencive big black

cars and bid them goodbye.
We returned inside our house
and did some cleaning. Even though we
were not able to see Hon. Mativo, we
were all in raptures of joy to be visited
by his deputy governor and secretary. I
shall never forget that day.

This script is an improvement from the previous one. The candidate narrates a story about a Governor's visit to confirm the appointment of Mary and Kioko in an exchange programme. The candidate exhibits merit in vocabulary (e.g. bosom, varieties, ushered, suddenly, fashionable, hosting, vividly, harmony, empathy, bounds). Good sentence structures are displayed (e.g. "no sooner had we finished", "the guests had finally arrived", "ushered them in", "a tall dark man who dressed", "our joy knew no bounds", "could vividly remember", "cracked jokes and ate in harmony", "All in raptures of joy"). Paragraphs are well developed and indented. The candidate also observes the use of full stops at the end of sentences and capital letters at the beginning of sentences. However, the story is still hampered by spelling errors such as "diffrent" instead of "different", "eveining" instead of "evening", "plessure" instead of "pleasure", "honarable" instead of "honourable"

Mark awarded 26

Composition H

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.

Father who had been working hand in hand with the government had acquired new friends from abroad. My father had gone out of the country as a delegate and flew back with foreigners and we were all eager to know father's friends better.

We were preparing the house for the visitors when out of the blue, there was a rather loud knock on the door. I ran to open it with hopes that it would be father and his friends who were to put at our place for a week or two.

"As soon as I opened the door, my friend Michael rushed in and headed straight for the television. He let me know that there had been a superior government official who had recently succumbed to a deadly disease mainly because of his ignorance.

I asked Michael to describe the official. His description fitted father perfectly. I was now very worried. Rhetorical questions bombarded my mind and left me wallowing in bewilderment. Had it been father? Which disease was this? Did it

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exist. in our country?

All my questions were soon answered. I took a seat and began watching television with great interest. The news reporter was talking about the dangers of the disease, how to avoid acquiring the disease and what could possibly happen next to the nation.

I was not yet satisfied. The news reporter had not talked about the official. I was like a cat on hot bricks. I had not thought that maybe all this was propaganda.

I headed to the bedroom where my mother had been spreading the two beds for the visitors. Without beating around the bush, I asked mother, "Is father dead?". She quickly replied with a firm no. I went ahead and asked her whether the Covid-19 pandemic existed and she seemed to have no inkling about what I had been talking about.

I stopped mother from what she had been doing and dragged her to the living room where the television was. I let her see for herself.

She giggled. What she said next was surprising. She told me that the disease only infected

rich people and politicians and that we were not prone to the killer disease.

What we all did not know was that the 'disease' was a pandemic.

Father arrived home safe and sound but to our dismay, he was alone. We thought we were to have visitors.

Father called us all to the living room and opened his bag. Some few boxes fell out of the bag and I was quick to ask what was inside the boxes. Father told us that that those were face masks and that they would help prevent us from acquiring the disease.

From his bag also came some bottles which seemed to be alcohol but were written 'sanitizer'. He let us know that we ought to avoid touching surfaces unnecessarily and when we do we needed to disinfect our hands using the sanitizer.

We took all the measures seriously. We were the laughing stock of the village up until the villagers got infected. Once bitten, twice shy. Some villagers were hospitalised for approximately two weeks.

Since then, I see everybody abiding by the rules set by the government. Mother finally agreed that the disease existed.

The script is better than the previous one. The candidate developed a story about about his/her father who had come from abroad. A number of merits are evident in the script. For instance, paragraphs are well indented and varied from the beginning to the end. Appropriate sentence structures are also evident (e.g. "let me know", "succumb to a deadly disease", "description fitted father perfectly", "headed to the bedroom", "dragged her to the living room ", "let her see for herself ").

The candidate aptly used capital letters, full stops commas, speech marks and exclamation marks appropriately. Good use of vocabulary was also evident (e.g. pandemic, foreigners, government, official, description, wallowing, satisfied, propaganda, dragged, giggled, sanitizer, approximately etc.). There were also good expressions (e.g. "let me know", "succumb to a deadly disease", "description fitted father perfectly", "headed to the bedroom", "dragged her to the living room", "let her see for herself").

Despite the merits cited, the script has notable slips of omissions. For example, "to put at our place" instead of "put up at our place", "when we do we" instead of "when we do"). There was also wrong use of preposition (e.g. "knock on the door" instead of "knock at the door"). Nevertheless, the demerits do not outweigh the merits and therefore the story is good.

Mark awarded 29

GROUP IV (31-40 MARKS)

Composition I

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.

I was very excited because it was going to be our first time to receive such important visitors.

We had all gathered in the school assembly point in the school field. We were all excited and as happy as a lark, ready to invite our esteemed and distinguished guests. Anxiety was all over the air as we all eagerly waited.

Our headteacher, Mr Simba, stood infront of us with an ear to ear smile on his face. He was a tall and dark complexioned man. His dark blue eyes sparkled in the sun. Mr Simba first greeted us and then began introducing the three most important guests we had all eagerly been waiting for.

It was two gentlemen and one lady. These three people had sponsored our school and funded the building of our school swimming pool. Although it had taken a long time to construct, it was for the right cause.

That swimming pool had promoted swimming as a sport in our school. Many pupils had become very talented in swimming due to the swimming pool. Our school also held swimming tournaments which helped our school financially.

The first man, a bit short and light brown in complexion greeted us heartyfully. He explained

to us the main reason they funded construction of the pool and sponsored us was because they were once pupils in our school, Jumia Primary, and when they were in this school they really suffered due to lack of amenities. They had always kept a vow to help the school when they were able to.

After they all introduced themselves and each gave us a motivational sentence, our top five best students in swimming prepared themselves for a race. We all thanked the three sponsors and appreciated their efforts in trying to help us live a better life than they did.

At exactly five minutes to noon we were all gathered around our school swimming pool. in order to cheer on the swimmers. Chants of joy were majority in the atmosphere. We were all very excited to find out who would emerge the winner.

The competetors stood in their positions and got ready to begin the race. Mrs. Mulwa, the school swimming coach, blew her bright red whistle in delight. No sooner had the competetors heard the whistle than they all dived into the

pool and began swimming their hearts out.
Their hands took massive strides while their feet were kicking vigourosly. It was difficult to predict who would emerge the winner. They were all equal until Kabinga began moving faster. In exactly eighteen seconds the race had been won by Kabinga. The rest were so close yet so far.
We all applauded Kabinga and the rest with thunderous claps for their efforts. We all jumped for joy because we were very excited and happy. After the race, a meal of fries, chicken and cabbage was served. After, our Very Important Guests apprerinted the entertainment and the lunch and then left.
That day will forever remain in my nimble heart. Never to be forgotten!

The candidate narrates a story about old students' visit to the school. The visitors have sponsored the construction of the school swimming pool which has nurtured the pupils' talents in the swimming sport. During the visit, the pupils showcase their swimming skills in the appreciation of the visitors. The candidate uses varied and appropriate vocabulary (e.g. esteemed, distinguished, sponsored, funded, amenities, emerge, thunderous,). Good use of English idioms was also noted (e.g. anxiety was all over, an ear to ear smile, emerge the winner, took massive strides). The candidate uses distinct and varied paragraphs, and observes punctuation, (e.g. our head teacher, Mr. Simba…, "In our school, Jumia Primary…"). However, there are some misspelt words, wrong structure and omissions. Despite the errors, the script is considered excellent.

Mark awarded 33

Composition J

You have 40 minutes to write your composition.

The following is the beginning of a story. Complete the story, making it as interesting as you can.
I was very excited because it was going to be our first time to receive such important visitors.

On that eagerly awaited day, the entire village was up and about by the crack of dawn - completing any duty they had before our guests' arrival. Although it was quite a chilly morning (as was the norm) everyone went about their work joyously, the happy mood silencing even those who were notorious for their complaints. It was sure to be a day like no other.

Sooner rather than later, we all gathered by the elder's cottage, the wise man finally willing to disclose who the visitors would be. Since we were none the wiser to who they were (other than the fact that they were famous), we all leaned in hankering to know. Just as he cleared his throat in preparation to speak, the rumbling of an engine was heard.

With the same curiousity that killed the cat, we all turned towards the sound - one surely misplaced in the isolated village. Immediately we noticed our country's flag perched on the black car's hood, the women (being our welcoming committee) engaged in a song unique to our tribe. The men made sure no child ran in the car's way as it slowly came to a stop before the elder. Out walked a stout woman, all smiles as she walked up to the leader, a tall man following behind her.

"Could you not let me have my moment, Mrs.

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Wanaa?" The elder said, his tone filled with a mirth that suggested this had happened before.

"I could not, old friend," Mrs Wanaa said, hugging the man she had seemingly not seen in quite a while.

Once they had shared a laugh, they turned in our direction and we were formally introduced to the new arrivals. It turns out the woman I had thought of as a guest had been one of us long ago. As the story goes, her intelligence had been noticed by the missionaries who had established schools in our area. Therefore she received a scholarship that took her far and wide in the pursuit of knowledge. Now she was back (along with a friend in the same profession) as an ambassador.

Upon learning all this, we immediately began the celebration, elated to be reunited with one of our own. We dressed them up in ceremonial garb and took them round the expansive village. Thereafter, we all sat down for a feast fit for a king - prepared with the very best by the very best. We laughed as they regailed stories of their previous escapades and listened intently as they told of all they had went through.

"Surely," she began when they were due to leave, "this village has not changed a bit since I was last here. My friend here - who is higher-up in the ranks due to experience - has taken note of all the grievances you have

put forward and has decided to lend a long overdue helping hand. I hope that with the word he will put in for you with his supervisors, change will come to this beautiful enclosure in the mountains."

As we cleaned up after they had left, I could not help but dwell on her words. Would they finally build a hospital for all those who were ill with respiratory diseases caused by the unforgiving cold? Would they fix the roads leading to all the towns in our surrounding?

Happy with the thought of a revamped village, I went about my day - grateful that they had paid us a visit.

The candidate connects to the rubric with a definite spark. There is a well-developed story about the return of an alumni of the village school and an old friend of the village elder. She is the important visitor who is ready to bring change to the remote village on the infrastructure.

Mastery of English is excellent as demonstrated in the apt use of vocabulary (e.g. Joyously, silencing, notorious, hankering, unique, perched, isolated, revamped, grievances, escapades, ceremonial, elated, intelligence, mirth). English idioms and expressions included "a day like no other", "the rumbling of an engine" "came to a stop", "put forward," "all smiles", "As the story goes", "in pursuit of the knowledge" "reunited with one of our own", "listened intently", "higher up in the rank due to experience", "lend a long overdue helping hand", "I could not help but dwell on her words." There are varied sentence structures (e.g. Sooner rather than later, far and wide, upon learning, crack of dawn, Just as, immediately, following behind her, the very best by the very best …). There is good use of punctuation marks, and paragraphs are well indented and logically developed. Despite the numerous items of merit and excellent command of language, the script has a few misspelt words and tense errors. It is important to note that there could be better scripts than this, within this category with few errors that deserve higher marks.

Mark awarded 36

4.0 KISWAHILI

Uchanganuzi wa matokeo ya mwaka wa 2020 umefanywa kwa kulinganishwa na yale ya miaka ifuatayo: 2016, 2017, 2018 na 2019.

Jedwali 13: Matokeo ya KCPE Kiswahili ya 2016 hadi 2020

	2016		2017		2018		2019		2020	
	Lugha	Insha	Lugha	Insha	Lugha	Insha	Lugha	Insha	Lugha	Insha
	50	**40**	**50**	**40**	**50**	**40**	**50**	**40**	**50**	**40**
Alama ya wastani	24.60	19.31	24.19	18.21	25.80	17.93	22.34	20.69	25.65	18.75
Alama iliyotuzwa watahiniwa wengi	24	20	23	20	25	18	21	20	25	20
Alama ya juu iliyotuzwa	48	40	49	40	50	40	48	40	50	40

Jedwali hili linaonyesha kwamba:

Katika lugha:

a) Utendaji wa watahiniwa wa mwaka wa 2020 umeimarika. Hili linadhihirishwa na kupanda kwa alama ya wastani kutoka **22.34** mwaka wa 2019 hadi **25.65** mwaka huu.

b) Alama ya juu zaidi iliyotuzwa mwaka wa 2020 ni **50** ikilinganishwa na **48** ya mwaka wa 2019. Watahiniwa waliopata alama hiyo ni 40 ikilinganishwa na watahiniwa wawili waliopata mwaka wa 2019.

c) Alama iliyotuzwa watahiniwa wengi ni **25** tofauti na **21** ya mwaka 2019.

d) Alama wastani imeimarika kwa alama **3.31** kutoka kwa kiwango kinachokubalika cha **(25/50)**.

e) Alama tenganishi mwaka huu ni **7.77** ikilinganishwa na **6.43 ya mwaka 2019**. Hii ina maana kuwa watahiniwa wengi walipata kati ya alama **17.88** hadi **33.42**. Hii ni ishara kuwa maswali ya mtihani huu wa lugha yaliwatenga watahiniwa wa mwaka wa 2020 ipasavyo.

Katika Insha:

a) Alama ya wastani imeshuka kwa alama **1.94** kutoka **20.69** mwaka wa 2019 hadi **18.75** mwaka huu.

b) Alama ya juu zaidi iliyotuzwa mwaka 2020 ni **40**. Alama hii iko sawa na alama iliyotuzwa mwaka wa 2019.

c) Alama iliyotuzwa watahiniwa wengi ni **20** tofauti na **18** ya mwaka 2019. Hii ni alama ya wastani kwa kuwa jumla ya alama zituzwazo katika uandishi wa insha ni **40**.

d) Alama tenganishi ilikuwa **7.56** ikilinganishwa na **7.30** na 2019. Hii inaashiria kuwa swali la insha lilibainisha watahiniwa ipasavyo kulingana na viwango vyao vya umilisi. Wengi walipata kati ya alama **11.19** hadi **26.31**.