8.0   SOCIAL STUDIES

The number of candidates that sat for the 2019 KCPE Social Studies was **1081554**, an increase from **1052169** in 2018.

Table 22:   ***Candidatess' performance for the last five years***

Year	Candidature	Maximum mark	Mean	Standard Deviation
2019	1081554	60	32.66	8.9
2018	1052169	60	32.34	9.28
2017	993475	60	34.33	9.12
2016	931,594	60	34.43	8.97
2015	927,059	60	29.99	9.25

The following observations are made from the table below:

i)   There has been a continuance increase in candidature for the last five years.

ii)   The standard deviation has slightly dropped in terms of spread (**8.9**) meaning the performance is more concentrated around the mean.

iii)   The mean has slightly improved (**0.32**) from **32.34** in 2018 to **32.66** in 2019, meaning that the performance of the subject has positive tread though not yet to the standard of 2016 and 2017.

iv)   The increase in candidature may have had a slight implication on the mean.

8.2   2019 Syllabus coverage

Sn.	Content area	No of Items	Percentage
1.0	Physical Environment	12	20 %
2.0	People and Population	5	8.3%
3.0	Social relations and Cultural activities	4	6.6%
4.0	Resources and Economical activities	19	31.6%
5.0	Political developments and Systems	7	11.6%
6.0	Citizenship	2	3.3%
7.0	Democracy and Human Rights	2	3.3%
8.0	Law, Peace and Conflict Resolution	4	6.6%
9.0	The Government of Kenya	5	8.3%
	Total	**60**	**99.6%**

Table 23: KCPE Social Studies Syllabus Coverage in 2019

The above table shows the distribution of items per topic according to the weighting in the syllabus. The three main topics that cover a significant proportion in the syllabus were given more attention: **Resources and Economical activities** (31.6%), **Physical Environment** (20%) and **Political developments and systems** 11.6%. Topics with less content in the syllabus were given a lower representation: **Citizenship** (3.3%) and **Democracy and Human rights** (3.3%).

8.3   Distribution of Cognitive Skills

Skills Tested	No of Items	Percentage
Knowledge	9	15 %
Comprehension	11	18.3%
Application	15	25%
Analysis	14	23.3%
Synthesis	5	8.3%
Evaluation	6	10%
Total	**60**	**99.9%**

Table 24: Distribution of Cognitive Skills in the 2019 KCPE Social Studies

As shown in the table above, all levels of cognitive domain were tested. The distribution of the cognitive skills was well distributed based on the levels. The middle level skills had more questions; **Comprehension** 18.3 %, **Application** 25% and **Analysis** 23.3%. The low and high level skills were given fewer questions. In 2019, **18.3 %** of the questions tested high level skills while **48.3%** tested the middle level skills. The low level skills tested **23.3%** of the entire test, this shows that the 2019 examination had more low level skill questions than the 2018. This may probably explain the improvement in performance. However the skills were evenly distributed representing a normal curve.
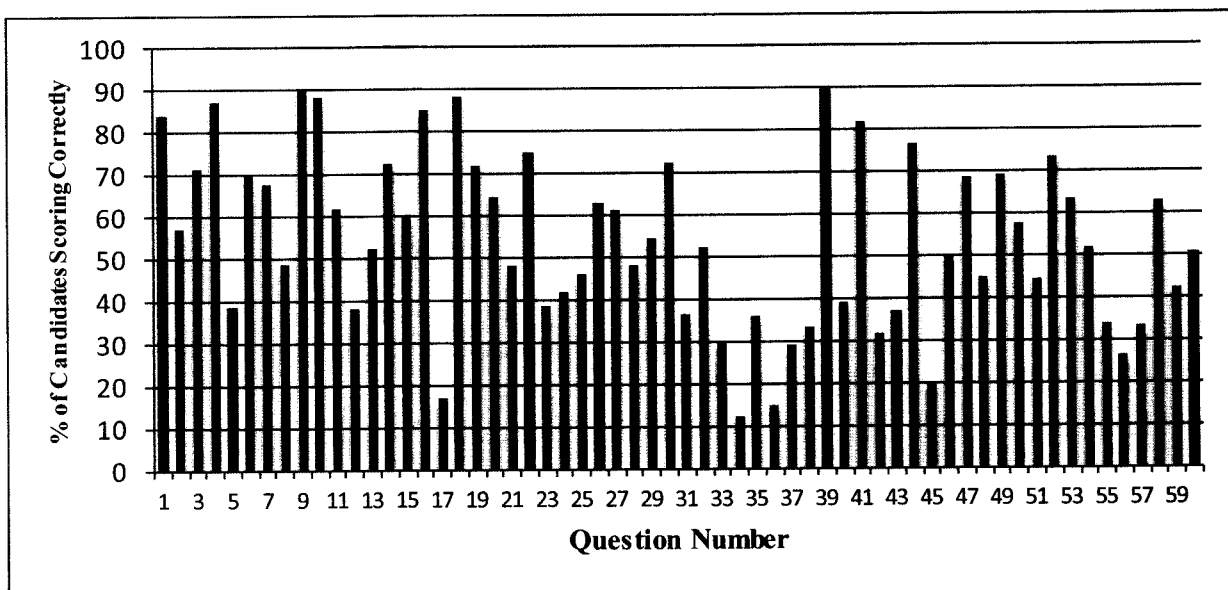
8.4   Analysis of Performance per Item

Figure 11: KCPE 2019 performance per Item

From the above graph (figure 11), the general performance per item was average, unlike 2018 when **only 3** items had a facility index of **below 35%, this year 11 items had a facility index of below 35%**. The items are : **17**(16.62), **33** (29.63), **34** (12.07), **36** (14.89), **37** (28.68), **38** (32.88), 42(31.64) **45**(19.61), **55** (33.73), **56** (26.02), **57** (32.93).   These items were perceived as poorly performed meaning only less than 35% of the total candidates chose the correct answer, the other majority choose wrong answers. Though the general subject mean has improved, the number of items that scored poorly were more as compared to previous years. This is despite the fact that the paper

had more items testing lower skills than other years. Only items that had a facility index of **25% and below** will be discussed since they are deemed to require critical attention.

The items are: **17**(16.62), **34** (12.07), **36** (14.89), **45**(19.61).

These questions had a 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

Which one of the following is an effect of urban to rural migration?

A. Increased agricultural production.
B. Increased residential houses.
C. Increased market for agricultural goods.
D. Shortage of labour in the farms.

Response Pattern

Option	A	B	C*	D
% Choosing pattern	26.21	21.60	16.62	34.84
Mean mark	34.99	33.75	28.79	31.79

This was a comprehension question that tested the effects of urban to rural migration. A good number of the candidates choose **D (34.84%) shortage of labour in farms** while others choose **A (26.21%) increased agricultural production** while others choose **B (21.60 %) increased residential houses.** The correct option **(C) increased market for agricultural goods** was chosen by only **16.62%**. It seems that the candidates are used to Items on rural to urban migration and not vice versa hence they choose answers fitted to rural –urban. The candidates must have been confused the two. Teachers should emphasize on all the types of migration during instruction and also give classroom quizzes on the same.

Question 34

In traditional African societies an age-group was made up of people who

A. belonged to the same clan
B. married at the same time
C. played together
D. came from the same village.

Response pattern

option	A	B	C*	D
% Choosing pattern	38.32	40.10	12.07	8.77
Mean mark	31.41	34.92	31.57	28.10

This was a comprehension question that required candidates to choose the composition of age group in African societies. Most probably the candidates choose **(B) Married at the same time** and others choose **(A) belonged to the same clan** which are familiar to age set and age group. The correct option **(C) Played together** had the lower following most probably because they are not used to such kind responses. Teachers should train candidates to read the questions carefully before answering and think through the choices before answering to avoid going for incorrect choices. Thorough teaching is also required.

Question 36

The colonial system of administration
applied in Mozambique was

A. Direct rule
B. Paternalism
C. Indirect rule
D. Assimilation.

Response pattern

Option	A	B*	C	D
% Choosing pattern	19.23	14.89	21.82	43.31
Mean mark	31.85	33.33	29.82	33.95

This was a knowledge question which required candidates' to choose the colonial system of administration in Mozambique. Most candidates **43.31%** choose **(D) Assimilation** and others **21.82 %** choose **(C) indirect rule,** while the correct option **(B) Paternalism** had the fewest candidates opting for it **14.31 %.** The candidates must have confused and the systems of administration in Mozambique and Senegal, since Mozambique tried assimilation and it could not work and then moved to paternalism. Paternalism seems not to be familiar to candidates hence they choose from familiar option. Teachers should emphasize on familiarizing the candidates to paternalism as a system of administration. They can also give frequently classrooms quizzes for mastery of content.

Question 45

One of the objectives of the Organisation
of African Union (OAU) was to

A. eradicate all forms of colonialism
B. execute plans to eradicate HIV/AIDs
C. form peace keeping force
D. mediate in peace process between
   member states.

Response pattern

Option	A*	B	C	D
% Choosing pattern	19.61	5.52	11.73	62.37
Mean mark	34.88	25.87	30.89	32.74

This was a comprehension question that required candidates to choose the objectives of OAU. Majority of the candidates **(62.37%)** choose **(D) Meditate peace process between member states** while the correct **option (A) eradicate all forms of colonialism** was chosen by only **19.61 %**. The candidates must have confused objectives of OAU with those of UN. Teachers should teach the topics on the organizations thoroughly and engage learners in discussion to enable them understand and master the different organizations.   Classroom tests should also be done frequently.

8.5   General comments

i.   Generally the performance of the paper was average and most items behaved well in performance.

ii.   **Fifteen items** had a facility index of above **70 %** unlike 2018 which had **seven items;** however in 2018 only **three** items scored below **35 %,** while this year **eleven** items had a facility index of below **35%.**

iii.   The improved performance, a mean of **32.66** this year as compared to 2018 mean of **32.34,** may be associated with the increase in items of lower order skill (23.3%) this year.

iv.   Interestingly Candidates performed poorly in knowledge and comprehension questions this year, an indication that classroom instruction on content need to be emphasized. Teachers should prepare thoroughly for the lessons to enhance mastery of content and use the interactive methodology as opposed to dictating notes to learners.

v.   Performance of high cognitive level skills questions has significantly improved this year, meaning teachers may have adopted interactive teaching and assessment. Most of the questions tested middle and high level cognitive skills.

vi.   Candidates   should be given continuous assessment tests and teacher made quizzes from the syllabus and avoid buying examinations. Questions that require a higher level of cognitive skills should be emphasized.

vii.   Teachers should **note** that examinations cannot replace delivery of content to learners, hence they should emphasize on thorough teaching of all topics according to the weighting in the syllabus. Schemes of work/ planning lessons should be guided by the syllabus and not by text books.

viii.   Teachers should engage learners with activities that facilitate learning to enable them grasp the concepts taught better.