

7.0 SOCIAL STUDIES

The number of candidates that sat for the 2013 KCPE social studies increased by from 811,688 in 2012 to 837936 in 2013.

7.1 Candidates General Performance

Table 15: candidates' performance for the last four years

Year	Candidature	Maximum mark	Mean	Standard Deviation
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
2009	719,712	59	37.46	9.80

The following observations are made from the table below:

- There was a 3% increase in candidature in 2013.
- The standard deviation decreased substantially from 10.13 in 2012 to 8.44 in 2013, meaning the spread of scores (performance) is concentrated around the mean.
- The mean has also significantly decreased from 37.32 in 2012 to 32.85 in 2013, an indication of poorer performance.

7.2 2013 Syllabus coverage

Table 16: KCPE Social Studies Syllabus Coverage in 2013

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

7.3 Distribution of Cognitive Skills

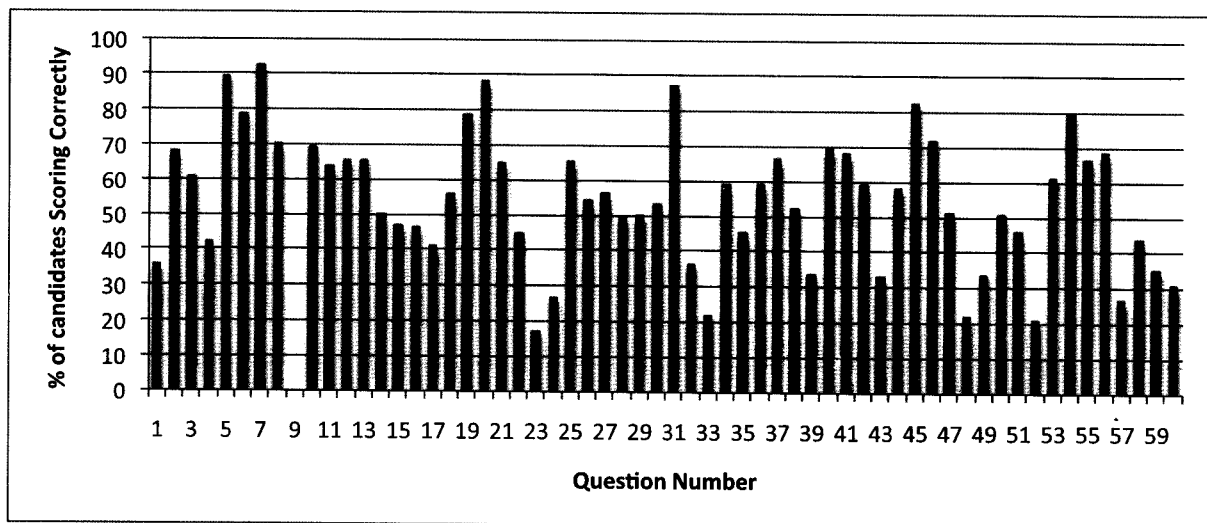
Table 17: Distribution of Cognitive Skills in the 2013 KCPE Social Studies

Skills Tested	No of Items	Percentage
Knowledge	3	5 %
Comprehension	10	16%
Application	16	27%
Analysis	19	32%
Synthesis	4	7%
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** 16%, **Application** 27% and **Analysis** 32%. The low level and high level skill had fewer questions, 5 % low level and 20% high level, of the total syllabus coverage. In 2013 more questions (20%) tested high level skill and this may be a reason for a poorer performance.

7.4 Analysis of Performance per Item

Figure 7: KCPE 2013 performance per Item



From the above graph (figure 7), the general performance per item was fair. **Eleven** items had a facility index of **below 35%** unlike 2012, when only three items had below 35%. Any item where the candidate scoring was below 35% was perceived as poor performance.

These items are: 5(33.93%), 12(34.22%), 15(32.97%), 20(34.26) 22(34.39%), 31(33.98%), 40 (34.48%), 44(34.23 %), 48 (33.64%), 52 (29.58%) 60 (30.56).

7.4.1 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 15

The importance of school administration is to

- A. retain the culture of the community
- B. help parents to take care of the children
- C. ensure that the school has enough teachers
- D. prepare the pupils for the adult life.

Response Pattern

Option	A	B	C*	D
% Choosing pattern	12.49	6.01	46.79	33.56
Mean mark	32.56	28.20	32.97	33.76

This was an analysis question that tested understanding of the importance of the school administration. The candidates seem to have a problem in this area of the syllabus. In 2012 a similar question on school committee was poorly performed. Quite a number of the candidates chose the option D, while the correct answer was option C (**ensure that the school has enough teachers**). Teachers should concentrate on the depth teaching of this topic.

Question 22

Democracy in school may be practiced by

- A. rewarding pupils who perform well
- B. appointing class prefects
- C. encouraging pupils to join school clubs
- D. involving pupils in making school rules.

Response patter

option	A	B	C	D*
% Choosing pattern	10.42	26.44	17.44	44.59
Mean mark	27.16	33.93	30.95	34.39

This was an analysis question and it required the candidate to have knowledge on Democracy in order to pick the correct answer. This topic is taught in class 4. The candidates may most probably have guessed the answer looking at the choosing pattern. Though the correct answer D was picked by the majority candidates, almost the same number picked option B and C. Maybe the topic on Democracy in school was not revisited by teachers since it is taught in class 4. This question also tested a higher skill and learners used to rote learning could not make the correct judgment of the best answer.

Question 44

It is important to work together in a community in order to

- A. improve welfare of one another
- B. identify lazy people
- C. Share resources equally
- D. Preserve the culture of the people.

Response pattern

Option	A*	B	C	D
% Choosing pattern	58.02	3.60	23.01	14.27
Mean mark	34.23	24.31	32.60	30.11

This was an analysis question, which required candidates' to make judgment on the most correct answer. Most students chose **A, (improve welfare of one another)**. However options C and D were still popular to the candidates. Teachers should put more emphasis on testing questions on higher level skills to improve the learners' judgment levels.

Question 48

Below are some statements about pastoral farming.

- i. *People move with livestock to avoid tsetse fly.*
- ii. *Animals are fattened in ranches.*
- iii. *Donkeys are kept as means of transport.*
- iv. *Meat from livestock is exported to Europe.*

Which one of the following combinations of statements is **true** about the Tswana?

- A. (i) and (ii)
- B. (i) and (iii)
- C. (ii) and (iv)
- D. (iii) and (iv)

Response pattern

Option	A	B	C*	D
% Choosing pattern	23.27	41.00	21.86	12.73
Mean mark	31.37	33.37	33.64	32.88

This question tested ability to make judgment on the combinations that best fit the pastoral farming in Tswana. Most candidates gave option **B** instead of **C**. This was a synthesis question. Most probably the learners were familiar with the topic on pastoral farming but could not be able to specify it to Tswana people.

Question 52

Which one of the following is true about the systems of the government in both Kenya and Swaziland?
In both countries

- A. there is a constitution
- B. the public service commission controls the civil service
- C. there many political parties
- D. the laws of the land are made by parliament.

Response pattern

Option	A	B*	C	D
% Choosing pattern	25.39	20.69	14.53	38.18
Mean mark	34.27	29.58	29.09	35.25

This was the worst performed question. It is the only question that performed below 30%. This was also a synthesis question. The correct answer was **B (the public service commission controls the civil service)**, but majority of the candidates choose option **D (the laws of the land are made by parliament)**. 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 in high level skills generally.

7.5 General comments

- i. The general performance of the paper was fair though most items behaved well in performance.
- ii. Only **Five items** were scored above **70 %** and **eleven** items were scored below **35 %**.
- iii. There was a considerable decline in performance (mean 32.85) as compared to 2012 (mean 37.32) despite the increase in candidature.
- iv. Teachers should encourage the candidates to read questions carefully to avoid getting mixed up.
- v. Teachers should discourage rote learning and give candidates more questions testing all cognitive levels.
- vi. Only questions that required a higher level of cognitive skills were performed poorly.
- vii. There is need to emphasize on all areas of syllabus during preparation of learners.