



# THE KENYA NATIONAL EXAMINATIONS COUNCIL

## UNDERSTANDING SCHOOL SPECIFIC REPORTS

### **1.0 Introduction**

The Kenya National Examinations Council (KNEC) has prepared School Specific Reports (SSR) on Kenya Primary Secondary School Assessment (KPSEA) performance to school-level stakeholders. The target group of these reports includes teachers (of Upper Primary and Junior Secondary School); heads of the institutions, members of the Boards of management and curriculum support quality assurance officers that need to support each school.

The KPSEA School Specific Report provides statistics on how candidates performed in the various cognitive levels of the revised Bloom's taxonomy. This report has analysis specific to each school that indicates the percentage of learners that responded correctly to each item in each subject. The School Specific Report is designed to assist each school to identify the learning gaps in each subject and work on improving on the teaching and learning as guided in the suggested remedies for improved learning outcomes.

### **2.0 Types of analyses for KPSEA – SSR**

The following analysis has been done at the school level

**Analysis Level 1:** *School Specific General Performance Analysis by subject*

This addresses how the school performed in each subject by mean performance in that subject

**Analysis Level 2:** *School Specific Subject Content Area Analysis*

This addresses how the learners performed in each subject strand/content areas tested.

**Analysis Level 3:** *School Specific Subject by Cognitive Skills Analysis*

This is based on the revised Bloom's taxonomy cognitive skills and helps schools improve learning outcomes in higher order thinking skills.

**Analysis Level 4:** *Item by item guidance per subject to improve teaching and learning*

This entails **KPSEA MCQ** *Item by item analysis per subject* identifying learning gaps and giving remedies for improving teaching, learning and assessment.

The School Specific Report is designed to assist each school to identify the learning gaps in each subject and work on improving on the teaching and learning as guided in the suggested remedies for improved learning outcomes.

39701064: JAMILO SCHOOL

**PERCENTAGE MEAN PER SUBJECT**

	<b>ENG</b>	<b>KIS</b>	<b>MAT</b>	<b>SCI</b>	<b>AGR</b>	<b>HSC</b>	<b>PHE</b>	<b>SST</b>	<b>ART</b>	<b>MUS</b>	<b>CRE</b>
Centre	73.84	67.75	40.77	70.67	69.41	76.70	63.86	57.04	52.31	65.12	81.37
National	50.13	51.99	33.10	45.76	54.72	46.77	36.84	42.59	35.48	47.18	53.34

**PERFORMANCE ON COGNITIVE SKILLS BY SUBJECT**

<b>SBJ</b>	<b>Remembering</b>			<b>Understanding</b>			<b>Applying</b>			<b>Analysis</b>			<b>Evaluating</b>			<b>Creating</b>		
	<b>NAT</b>	<b>SCH</b>	<b>MAX</b>	<b>NAT</b>	<b>SCH</b>	<b>MAX</b>	<b>NAT</b>	<b>SCH</b>	<b>MAX</b>	<b>NAT</b>	<b>SCH</b>	<b>MAX</b>	<b>NAT</b>	<b>SCH</b>	<b>MAX</b>	<b>NAT</b>	<b>SCH</b>	<b>MAX</b>
<b>ENG</b>	3.24	4.11	6.00	4.82	7.40	8.40	3.60	4.98	5.60	3.69	5.24	9.60	1.80	1.80	1.80	6.62	9.11	12.00
<b>KIS</b>	1.47	1.65	3.00	3.01	3.40	4.80	4.58	6.38	9.80	10.07	12.27	16.00	3.55	4.24	5.40	2.67	3.06	6.00
<b>MAT</b>	1.00	1.00	1.00	2.09	2.33	4.80	5.65	7.31	15.40	3.82	4.36	12.80	3.50	4.11	9.00	2.00	2.00	2.00
<b>SCI</b>				3.46	4.80	6.00	4.18	5.99	8.40	2.80	3.91	6.40						
<b>AGR</b>	1.00	1.00	1.00	1.20	1.20	1.20	1.98	2.19	2.80	3.26	4.18	4.80	2.24	2.04	3.60	2.00	2.00	2.00
<b>HSC</b>	1.00	1.00	1.00	2.12	3.13	3.60	2.53	3.42	4.20	1.60	1.60	1.60				2.50	2.57	4.00
<b>PHE</b>	1.27	1.47	2.00	1.47	1.98	2.40	2.96	4.67	5.60	2.44	2.76	4.80	2.60	3.18	5.40	2.00	2.00	2.00
<b>SST</b>	1.34	1.29	2.00	1.56	1.73	2.40	1.81	2.06	4.20	4.02	4.00	8.00	1.80	1.80	1.80	2.53	2.94	4.00
<b>ART</b>							2.08	2.45	4.20				2.41	2.80	3.60	3.71	4.59	10.00
<b>MUS</b>	2.05	2.11	4.00	2.16	2.80	3.60	1.40	1.40	1.40	2.21	2.64	3.20						
<b>CRE</b>	1.56	1.78	2.00	1.36	1.44	2.40	2.78	3.89	4.20	2.73	3.82	4.80	4.32	5.70	7.20	2.00	2.00	2.00

\*\*\*KEY: NAT - National, SCH- School, MAX - Maximum Score \*\*\*



**ANALYSIS OF CONTENT AREA BY SUBJECT FOR ENGLISH LANGUAGE**

	CLOZE TEST		GRAMMAR		LISTENING AND SPEAKING		READING COMPREHENSION	
	SBJ	NAT	SCH	NAT	SCH	NAT	SCH	NAT
<b>ENG</b>	3.57	5.52	5.35	7.88	5.40	7.34	8.01	11.30
MAX	6.40		12.80		7.80		16.40	

**ANALYSIS OF CONTENT AREA BY SUBJECT FOR KISWAHILI LUGHA**

	KUSIKILIZA NA KUZUNGUMZA		MTUNGO WA KUJAZIA MAPENGO		SARUFI		UFHAMU WA KUSOMA	
	SBJ	NAT	SCH	NAT	SCH	NAT	SCH	NAT
<b>KIS</b>	7.07	8.16	8.16	9.00	12.75	17.58	19.97	27.79
MAX	14.40		14.80		29.60		31.20	

### ANALYSIS OF CONTENT AREA BY SUBJECT FOR MATHEMATICS

	ALGEBRA		DATA HANDLING		GEOMETRY		MEASUREMENT		NUMBERS	
SBJ	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH
<b>MAT</b>	2.29	2.74	1.80	1.80	1.20	1.20	6.68	6.76	5.98	7.79
MAX	4.60		1.80		1.20		21.60		15.80	

### ANALYSIS OF CONTENT AREA BY SUBJECT FOR SCIENCE AND TECHNOLOGY

	ENVIRONMENT		FORCE AND ENERGY		HEALTH EDUCATION		LIVING THINGS		MATTER		WEATHER AND SKY	
SBJ	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH
<b>SCI</b>	2.13	2.72	2.86	4.01	1.20	1.20	3.24	4.81	1.76	1.82	1.20	1.20
MAX	2.80		5.40		1.20		7.20		3.00		1.20	



### ANALYSIS OF CONTENT AREA BY SUBJECT FOR AGRICULTURE

	CONSERVING OUR ENVIRONMENT		GARDENING PRACTICES	
SBJ	NAT	SCH	NAT	SCH
AGR	6.55	7.89	2.27	2.80
MAX	12.60		2.80	

### ANALYSIS OF CONTENT AREA BY SUBJECT FOR HOME SCIENCE

	Clothing and Laundry Work		Consumer Education		Foods and Nutrition		Healthy Living	
SBJ	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH
HSC	2.64	3.49	1.20	1.20	2.93	4.26	1.79	2.22
MAX	4.80		1.20		5.80		2.60	



**ANALYSIS OF CONTENT AREA BY SUBJECT FOR SOCIAL STUDIES**

SBJ	NATURAL AND BUILT ENVIRONMENTS		PEOPLE, POPULATION AND SOCIAL ORGANISATION		POLITICAL SYSTEMS AND GOVERNANCE		RESOURCES AND ECONOMIC ACTIVITIES	
	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH
SST	3.06	5.07	2.18	2.13	2.96	3.38	2.33	2.13
MAX	7.80		3.20		5.00		5.00	

**ANALYSIS OF CONTENT AREA BY SUBJECT FOR ART AND CRAFT**

SBJ	Design Mixed Media and Technology- letter decoration		Design Mixed Media and Technology - Photography view points		Design Mixed Media and Technology-Block printing		Indigenous Kenyan Craft-Basketry		Indigenous Kenyan Craft-Pottery coil technique		Indigenous Kenyan Craft-Pottery slab technique		Picture making, Classification of Tertiary colours		Picture making, Montage		Presentation and Exhibition		Presentation and Exhibition-Critique	
	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH
ART	2.00	2.00	1.40	1.40	2.00	2.00	2.00	2.00	2.00	2.00	1.40	1.40	1.40	1.40	2.00	2.00	1.80	1.80	1.80	1.80
MAX	2.00		1.40		2.00		2.00		2.00		1.40		1.40		2.00		1.80		1.80	



**ANALYSIS OF CONTENT AREA BY SUBJECT FOR MUSIC**

SBJ	LISTENING AND RESPONDING		PERFORMING	
	NAT	SCH	NAT	SCH
MUS	1.20	1.20	3.97	5.74
MAX	1.20		7.40	

**ANALYSIS OF CONTENT AREA BY SUBJECT FOR CHRISTIAN RELIGIOUS EDUCATION**

SBJ	Christian Living		Christian Values		Creation		The Bible		The Church		The life of Jesus Christ	
	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT	SCH
CRE	1.95	2.64	2.41	2.65	2.87	3.99	2.61	3.64	2.70	3.24	2.36	2.91
MAX	3.00		3.60		4.40		4.00		3.60		4.00	



<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
1.	LISTENING AND SPEAKING	response the logical flow in a conversation	Failure to check and understand the information before and after the blank space.	Teachers to guide and give learners practice on identifying indicators of flow in a conversation.	CREATING
2.	LISTENING AND SPEAKING	response to logical flow in a conversation	Failure to check and understand the information before and after the blank space.	Teachers to guide and give learners practice on identifying indicators of flow in a conversation.	CREATING
3.	LISTENING AND SPEAKING	use of empathetic language in context	Failure to understand the previous text and/or lack of knowledge of empathetic expressions.	Teachers to give learners practice on the use of appropriate empathetic expressions.	APPLYING
4.	LISTENING AND SPEAKING	use of polite language in context	Lack of mastery of the appropriate polite expression in this context.	Teachers to give learners practice on the use of appropriate polite language.	APPLYING
5.	LISTENING AND SPEAKING	response to logical flow in a conversation	Failure to check and understand the information before and after the blank space for clues or failure to remember what to say when the other person says 'goodbye'.	Teachers to guide and give learners practice on identifying answers using indicators of flow in a conversation or guide learners on how to use information before and after to get correct responses.	REMEMBERING
6.	READING COMPREHENSION	Use information in a text to answer questions	Inability remember what the passage said or to identify the sentence containing the answer.	learners to be trained on identifying the parts of texts containing answers to comprehension questions to use context clues to answer inferential questions.	REMEMBERING
7.	READING COMPREHENSION	Inferring meaning from the context.	Inability to identify the part of the text that gives clues to the meaning of the target word.	Teachers to train learners on determining meaning of words using contextual clues.	UNDERSTANDING
8.	READING COMPREHENSION	Undertanding the meaning of fixed expressions	Inability to give the literal meaning of the expression.	Learners to be exposed to a variety of common sayings and expressions with fixed meanings.	ANALYZING
9.	READING COMPREHENSION	Summarising a text	Failure to identify the main idea in a text.	Teachers to train learners on skills of finding the main idea and summarising a text.	CREATING



<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
10.	READING COMPREHENSION	Inferring meaning using personal experience.	Inability of learners to relate information in the text to personal experience with a shopping list.	Learners to be trained on differentiating in-text and out-of-text inferential questions.	ANALYZING
11.	READING COMPREHENSION	Inferring meaning from the context.	Inability to identify the part of the text that gives clues to correct answer to the question.	Teachers to train learners on identification of contextual clues.	ANALYZING
12.	READING COMPREHENSION	Summarising a text	Failure to identify the main lesson in a text.	Teachers to emphasise on ways of identifying the moral lessons in texts.	CREATING
13.	READING COMPREHENSION	Analysing information and making judgement	Inability to understand the information in order to make correct judgement.	Teachers to give learners practice in evaluation information and making judgement.	EVALUATION
14.	READING COMPREHENSION	Relating information to experiences	Failure to identify the information in the passage that they need to relate to their experiences.	Teachers to give learners practice in responding to information in texts and relating this information to their personal experiences.	ANALYZING
15.	READING COMPREHENSION	Summarising the text	Failure to identify the main idea in a text.	Learner to be trained on formulating appropriate titles to texts determining main ideas of texts.	CREATING
16.	CLOZE TEST	Use of prepositions	Lack of knowledge on appropriate use of prepositions or failure to remember the preposition that collocates with the verb in question.	teachers to give learners both oral and written practice on the use of prepositions with emphasis on the prepositions that collocate with particular verbs.	REMEMBERING
17.	CLOZE TEST	Use of conjunctions	Lack of knowledge on appropriate use of conjunctions	Teachers to give learners both oral and written practice on the use of conjunctions.	ANALYZING
18.	CLOZE TEST	Use of articles	Lack of knowledge on appropriate use of articles or failure to remember the rule governing the choice of indefinite articles.	Teachers to give learners both oral and written practice on the rule governing the choice and use of indefinite articles.	REMEMBERING
19.	CLOZE TEST	Use of vocabulary	Failure to understand the meaning of the word 'clinic' and relate to the word 'patient'	Learner to be taught and given practice on the use of vocabulary related to various thematic areas/different occupational trades.	APPLYING

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
20.	CLOZE TEST	Use of modal auxiliaries	Lack of knowledge on appropriate use of modal auxiliaries.	Teachers to give learners both oral and written practice on appropriate use of modal auxiliaries.	APPLYING
21.	GRAMMAR	Use of prepositions	Lack of knowledge on appropriate use of prepositions or failure to remember the preposition collocating with the verb in question.	Teachers to give learners both oral and written practice on collocation of prepositions with verbs.	REMEMBERING
22.	GRAMMAR	Use of prepositions	Lack of knowledge on appropriate use of prepositions.	Teachers to give learners both oral and written practice on the use of prepositions.	UNDERSTANDING
23.	GRAMMAR	Use of prepositions	Lack of knowledge on appropriate use of prepositions or failure to remember which preposition is appropriate in the context.	Teachers to give learners both oral and written practice on the use of prepositions.	REMEMBERING
24.	GRAMMAR	Use of modal auxiliaries	Lack of knowledge on appropriate use of modal auxiliaries.	Teachers to give learners both oral and written practice on the use of modal auxiliaries.	ANALYZING
25.	GRAMMAR	Use of interrogative pronouns.	Lack of knowledge on appropriate use of interrogative pronouns.	Teachers to give learners both oral and written practice on the use of interrogative pronouns.	UNDERSTANDING
26.	GRAMMAR	Use of opposites.	Failure to understand meaning of opposites.	Teachers to give learners both oral and written practice on the use of opposites in sentences.	UNDERSTANDING
27.	GRAMMAR	Sentence structure- Passive and active voice.	Failure to relate different sentence structures with similar meaning.	Teachers to give learners practise on restructuring sentences without changing the meaning.	CREATING
28.	GRAMMAR	Use of vocabulary	Failure to relate the word 'waiter' with the description of the profession.	Teachers to give learners practice on the different terms used to refer to the various professions/trades	UNDERSTANDING
29.	GRAMMAR	Use of vocabulary - Synonym	Failure to relate a word with its synonym.	Teachers to give learners both oral and written practice on the use of synonyms.	UNDERSTANDING
30.	GRAMMAR	Use of vocabulary - Synonym	Failure to relate a word with its synonym.	Teachersto give learners both oral and written practice on the use of synonyms.	UNDERSTANDING

Qno.	STRAND/SKILL /TASK	SKILL TESTED	COMMON ERROR/ LEARNING GAP	SUGGESTED REMEDY	COGNITIVE LEVEL
1.	KUSIKILIZA NA KUZUNGUMZA	Msamiati wa maamkuzi na maagano	Kutotambua aina mbalimbali za misamiati ya maamkuzi na maagano	Mwalimu awahusishe wanafunzi katika maigizo na mazoezi ya maamkuzi na maagano.	KUFAHAMU (understanding)
2.	KUSIKILIZA NA KUZUNGUMZA	Adabu katika mazungumzo	Kutohusisha msamiati na matumizi yake katika muktadha.	Wanafunzi washirikishwe kikamilifu katika mazoezi na maigizo ya maamkuzi na maagano.	KUFAHAMU (understanding)
3.	KUSIKILIZA NA KUZUNGUMZA	Maadili katika mazungumzo	Kutohusisha msamiati wa maadili na matumizi yake katika muktadha.	Wanafunzi washirikishwe katika mazoezi ya kutambua maadili katika miktadha mbalimbali.	KUTATHMINI (evaluating)
4.	KUSIKILIZA NA KUZUNGUMZA	Kuhusisha taarifa/ujumbe katika kifungu na tajriba yao.	kutoweza kutabiri kwa kuzingatia muktadha uliotolewa na tajriba yao.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kujibu maswali ya utabiri/ ubashiri na vilevile kuhusisha taarifa/ujumbe katika kifungu tajriba yao.	KUCHANGANUA (analyzing)
5.	KUSIKILIZA NA KUZUNGUMZA	Msamiati wa maamkuzi na maagano	Kutohusisha neno na muktadha wa matumizi ili kupata maana.	Mwalimu awaelekezwe wanafunzi katika mazoezi ya kutambua matumizi ya maneno katika muktadha maalum.	KUTUMIA (applying)
6.	UFAHAMU WA KUSOMA	Ujumbe katika kifungu	Kusoma kifungu haraka, hivyo kukosa kung'amua kiini/ dhamira yacho. Kusoma maswali kwanza kisha kufafanua jibu bila kusoma kifungu kizima.	Mwalimu awashirikishe wanafunzi katika mchakato wa kusoma kifungu mara ya kwanza ili kupata kiini chacho, kisha kusoma mara ya pili kuelewa yaliyomo kwa kina kabla ya kujibu maswali.	KUCHANGANUA (analyzing)
7.	UFAHAMU WA KUSOMA	Ujumbe katika kifungu	Wanafunzi kutoa maoni yasiyo sahihi kwa kukosa stadi ya kutathmini dhamira ya msimulizi/ mwandishi.	Mwalimu awaongoze wanafunzi kusoma matini mbalimbali na kutoa maoni yao. Mijadala ihimizwe ili kukuza stadi za kihakiki na uchanganuzi.	KUTATHMINI (evaluating)
8.	UFAHAMU WA KUSOMA	Sifa za mhusika	Kutotambua sifa za wahusika kutokana na matendo/ hali zinazowazunguka.	Mwalimu awaelekeze wanafunzi kusoma na kuchanganua matini mbalimbali kama vile za kifasihi ili kuimarisha stadi za kuchanganua sifa za wahusika.	KUTATHMINI (evaluating)

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
9.	UFAHAMU WA KUSOMA	Msamiati katika muktadha	Kutohusisha neno na muktadha wa matumizi ili kupata maana yake.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kutambua maana na matumizi ya maneno katika muktadha maalum.	KUTUMIA (applying)
10.	UFAHAMU WA KUSOMA	Chemshabongo	Kukosa makini katika kusoma kifungu.	Mwalimu awashirikishe wanafunzi kusoma na kuchanganua matini mbalimbali ili kuimarisha stadi za uchanganuzi.	KUCHANGANUA (analyzing)
11.	UFAHAMU WA KUSOMA	Chemshabongo	Kukosa makini katika kusoma kifungu.	Mwalimu awashirikishe wanafunzi kusoma na kuchanganua matini mbalimbali ili kuimarisha stadi za uchanganuzi.	KUCHANGANUA (analyzing)
12.	UFAHAMU WA KUSOMA	chemshabongo	Kukosa makini katika kusoma kifungu.	Mwalimu awashirikishe wanafunzi kusoma na kuchanganua matini mbalimbali ili kuimarisha stadi za uchanganuzi.	KUCHANGANUA (analyzing)
13.	UFAHAMU WA KUSOMA	kufasiri ujumbe wa aya ya kwanza kwa kurejelea muktadha husika.	Kusoma kifungu haraka, hivyo kukosa kung'amua kiini/ dhamira yacho. Kusoma maswali kwanza kisha kufafanua jibu bila kusoma kifungu kizima.	Mwalimu awashirikishe wanafunzi katika mchakato wa kusoma kifungu mara ya kwanza ili kupata kiini chacho, kisha kusoma mara ya pili kuelewa yaliyomo kwa kina kabla ya kujibu maswali.	KUFAHAMU (understanding)
14.	UFAHAMU WA KUSOMA	Kufasiri ujumbe katika kifungu kizima.	Kusoma kifungu haraka, hivyo kukosa kung'amua kiini/ dhamira yacho. Kusoma maswali kwanza kisha kufafanua jibu bila kusoma kifungu kizima.	Mwalimu awashirikishe wanafunzi katika mchakato wa kusoma kifungu mara ya kwanza ili kupata kiini chacho, kisha kusoma mara ya pili kuelewa yaliyomo kwa kina kabla ya kujibu maswali.	KUSANISI (creating)
15.	UFAHAMU WA KUSOMA	Msamiati katika muktadha	Kutosoma matini mbalimbali ili kuwa na umilisi mpana wa msamiati.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kutambua maana na matumizi ya maneno katika muktadha maalum.	KUKUMBUKA (remembering)

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
16.	MTUNGO WA KUJAZIA MAPENGO	Mnyambuliko wa vitenzi	Kutotambua uamilifu/ utendakazi wa viambishi tofautitofauti vya mnyambuliko.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kutunga sentensi katika kauli mbalimbali kwa kuzingatia tajriba zao za kila siku na kutambua majukumu ya viambishi katika kauli husika.	KUTUMIA (applying)
17.	MTUNGO WA KUJAZIA MAPENGO	Kirejeshi 'amba'	Kutong'amua upatanisho ufaao wa kirejeshi 'amba' pamoja na nafsi husika.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kusoma makala yenye aina mbalimbali za virejeshi, kuvitambua na kuvitumia katika sentensi.	KUTUMIA (applying)
18.	MTUNGO WA KUJAZIA MAPENGO	Upatanisho wa kisarufi nafsi	Kutong'amua upatanisho ufaao wa kisarufi pamoja na nafsi husika.	Mwalimu awahusishe wanafunzi vikamilifu katika mazoezi yanayohusu viambishi nafsi na upatanisho ufaao wa kisarufi.	KUFAHAMU (understanding)
19.	MTUNGO WA KUJAZIA MAPENGO	Aina za maneno: Kiunganishi	Kutotambua kiunganishi mwafaka katika mseto wa maneno.	Mwalimu awahusishe wanafunzi katika mazoezi ya kusoma, kutambua na kuandika matini zenye kutumia viunganishi vya aina tofautitofauti.	KUTUMIA (applying)
20.	MTUNGO WA KUJAZIA MAPENGO	Lugha na Miktadha: Methali	Kutohusisha maana ya methali na matumizi yake katika muktadha mahususi.	Wanafunzi washirikishwe katika kusoma matini mbalimbali ambamo methali anuwai zimetumika ili kupanua ukwasi wao wa maana na matumizi ya methali.	KUSANISI (creating)
21.	SARUFI	Nafsi ya tatu wingi	Kutofahamu viwakilishi vya nafsi ya tatu pamoja na upatanisho wake katika muktadha wa sentensi.	Mwalimu awahusishe wanafunzi katika mazoezi yanayohusu viambishi nafsi na upatanisho ufaao wa kisarufi.	KUCHANGANUA (analyzing)
22.	SARUFI	Aina za maneno: Nomino	Kutotambua nomino za makundi.	Mwanafunzi aelekezwe katika kusoma, kutambua na kuandika matini zenye kutumia nomino za aina tofautitofauti.	KUTUMIA (applying)

Qno.	STRAND/SKILL /TASK	SKILL TESTED	COMMON ERROR/ LEARNING GAP	SUGGESTED REMEDY	COGNITIVE LEVEL
23.	SARUFI	Wingi wa sentensi	kutobadilisha maneno yote husika katika wingi.	Mwalimu awashirikishe wanafunzi katika kusoma na kuandika makala zenye sentensi zilizo katika umoja na nyingine katika wingi.	KUCHANGANUA (analyzing)
24.	SARUFI	Mnyambuliko wa vitenzi	Kutotambua uamilifu/ utendakazi wa viambishi tofautitofauti vya mnyambuliko.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kutunga sentensi katika kauli mbalimbali kwa kuzingatia tajriba zao za kila siku na kutambua majukumu ya viambishi katika kauli husika.	KUSANISI (creating)
25.	SARUFI	Upatanisho wa kisarufi 'ngeli ya mahali'	Kutobaini matumizi mwafaka ya viambishi vya ngeli.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kusoma na kuandika makala zenye sentensi katika ngeli mbalimbali.	KUCHANGANUA (analyzing)
26.	SARUFI	Uakifishaji	Kutotambua matumizi ya alama mbalimbali za uakifishaji.	Wanafunzi wahusishwe katika mazoezi ya kusoma, kutambua na kuandika matini zenye kutumia alama mbalimbali za uakifishaji.	KUTUMIA (applying)
27.	SARUFI	Ukubwa na udogo	Kutobadilisha maneno yote husika katika ukubwa. Kutotambua kanuni za uandishi wa maneno katika ukubwa na udogo.	Mwalimu awashirikishe wanafunzi katika kusoma na kuandika makala zenye sentensi zilizo katika udogo, wastani na nyingine katika ukubwa.	KUCHANGANUA (analyzing)
28.	SARUFI	Aina za maneno: Nomino	Kutotambua nomino za makundi.	Mwanafunzi aelekezwe katika kusoma na kuandika matini zenye kutumia nomino za aina tofautitofauti.	KUCHANGANUA (analyzing)
29.	SARUFI	Lugha katika muktadha: Nahau	Kutohusisha nahau na miktadha ambamo imetumiwa.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kusoma makala yenye tamathali mbalimbali za usemi ikiwemo nahau ili kung'amua nahau zinazoafiki miktadha mahususi.	KUKUMBUKA (remembering)
30.	SARUFI	Lugha katika muktadha: Sitiari	Kutotambua sitiari katika maneno yaliyotumiwa katika muktadha.	Mwalimu awashirikishe wanafunzi katika mazoezi ya kusoma makala yenye tamathali mbalimbali za usemi ikiwemo sitiari ili kung'amua sitiari zinazoafiki miktadha mahususi.	KUKUMBUKA (remembering)

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
1.	NUMBERS	Writing numbers up to hundreds of thousands in words	Learners not able to read and write numbers in words.	Teachers to guide learners on more practice of reading and writing numbers from number charts/cards.	UNDERSTANDING
2.	NUMBERS	Using place value up to millions in real life situation	Learners not able to identify place value of digits up to millions using place value apparatus.	Teachers to guide learners on how to identify place value of digits using place value apparatus.	REMEMBERING
3.	NUMBERS	Subtracting up to 6-digit numbers with regrouping in real life situation	Learners inability to subtract numbers correctly.	More practice for learners on subtracting numbers with or without regrouping in different situations.	APPLYING
4.	NUMBERS	Adding and subtracting up to 4-digit numbers with or without regrouping in real life situation	Learners inability to add and subtract numbers correctly.	More practice for learners on adding and subtracting numbers with or without regrouping in different situations.	ANALYZING
5.	NUMBERS	Multiplying up to a 4-digit number by up to a 2-digit number in real life situation	Learners inability to multiply numbers correctly.	More practice for learners on multiplying up to 4-digit numbers by a 2-digit numbers in different situations. Teachers can equip learners with the effective strategies for number operations (especially for division and multiplication).	APPLYING
6.	MEASUREMENT	Working out area of combined shapes	Inability to work out area of triangles with combined shapes.	Teachers to train learners to work out area of triangles using the relationship between a rectangle and a triangle. Learners to come up with own combined shapes involving rectangles, squares, triangles and determine the area. Use real life examples to determine area of combined shapes.	ANALYZING
7.	NUMBERS	Making patterns involving multiplication of numbers	Learners unable to determine the pattern and identify the next number.	Teachers to give sufficient practice in patterns and correctly identify the next number in a pattern.	EVALUATING

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
8.	NUMBERS	Dividing up to a 4-digit number by a 2-digit number where the dividend is greater than the divisor	Learners fail to correctly divide two numbers and get the correct remainder.	Teachers to give sufficient practice in dividing up to a 3-digit number by up to a 4-digit number where the dividend is greater than the divisor in different situations and get the correct remainder.	ANALYZING
9.	NUMBERS	Work out perimeter of plane figures in different contexts	Learners inability to calculate the area, the square root and get the perimeter of the figure.	More practice in the classroom for skills to identify and determine the square root of a given number using division, factorization and pairing.	ANALYZING
10.	NUMBERS	Adding and subtracting fractions using LCM in different situations	Learners not able to add and subtract fractions using LCM correctly.	Guide learners to add and subtract fractions using LCM correctly by listing multiples.	APPLYING
11.	NUMBERS	Adding and converting decimals to percentages in different situations	Inability to add and convert decimals to percentages correctly in different situations.	Guide learners to practice correct adding, converting decimals to percentages and vice versa in different situations.	APPLYING
12.	NUMBERS	Adding and subtracting up to 2-decimal places in different situations	Learners not able to add and subtract decimals correctly in different situations.	Teachers need to emphasise on correct adding and subtracting decimals using place value apparatus in different situations.	APPLYING
13.	MEASUREMENT	Measuring length in millimetres using a ruler	Learners not able to correctly measure a given length in millimetres using a ruler.	Teachers need to emphasise on critical observation in measuring a length using a ruler and get correct conclusion. Learners get ample practice measuring different lengths in real life situations and reporting using different units of measurement.	UNDERSTANDING
14.	MEASUREMENT	Converting cubic centimetres to litres in different situations	Learners not able to correctly multiply then convert capacity from cubic centimetres to litres.	Teachers need to emphasise on correct conversion of cubic centimetres to litres and vice versa through identifying relationship between cubic centimetres, millimetres and litres through measuring practically.	APPLYING



<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
15.	MEASUREMENT	Converting tonnes to kilograms in real life situations	Learners not able to correctly multiply then convert tonnes to kilograms.	Teachers need to emphasise on correct conversion of tonnes to kilograms in real life situations.	ANALYZING
16.	MEASUREMENT	Adding tonnes and kilograms in real life situations	Learners not able to correctly add tonnes and kilograms.	Teachers need to emphasise on correct addition of tonnes and kilograms in real life situations.	APPLYING
17.	MEASUREMENT	Multiplying kilograms by whole numbers in real life situations	Learners not able to correctly multiply and convert kilograms to tonnes.	Teachers need to emphasize on practice of multiplying and converting kilograms to tonnes correctly.	ANALYZING
18.	MEASUREMENT	Working out profit in real life situation	Learners not able to work out profit correctly.	Learners need to practice more on working out questions involving profit and loss using real life examples	APPLYING
19.	MEASUREMENT	Interpreting travel timetable in different situations	Learners missing out on correct interpretation of a travel timetable and thus not able to pick the correct information from the timetable.	Teachers to build learners background knowledge on time: 24-hour and 12-hour clock. Teachers to train learners to correctly interpret travel timetable and determine correct time durations using real life situations for local and international travel.	EVALUATING
20.	MEASUREMENT	Converting time from 12h to 24h clock system	Learners not able to correctly convert time from 12h to 24h clock system.	Teachers to train learners to correctly convert time from 12h to 24h clock system and vice versa.	UNDERSTANDING
21.	MEASUREMENT	Dividing tonnes and kilograms by a whole number in real life situations	Learners not able to correctly divide tonnes and kilograms by whole numbers.	Teachers need to emphasize on practice of correct division of tonnes and kilograms by whole numbers using real life examples and situations.	APPLYING
22.	MEASUREMENT	Working out shopping activities involving money	Learners inability to calculate the correct amount of money spent in a shopping activity to determine the balance.	Learners to practice shopping activities involving money and work out expenditure and balance in real life situations.	EVALUATING

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
23.	MEASUREMENT	Adding and subtracting metres and centimetres in different situations	Learners inability to correctly add and subtract metres and centimetres.	Learners to practice extensively on correct addition and subtraction of metres and centimetres using real life situations.	APPLYING
24.	MEASUREMENT	Converting litres to cubic centimetres in different situations	Learners not able to correctly convert litres to cubic centimetres.	Teachers to emphasise on correct conversion of litres to cubic centimetres and vice versa through identifying relationship between cubic centimetres, millimetres and litres through measuring practically. To do the same for other units of measurement. To do the same for the other units of measurement.	CREATING
25.	GEOMETRY	Measuring angles on a straight line in different situations	Inability to correctly measure angles on a straight line using a protractor.	Teachers to train learners to correctly measure angles on a straight line using a protractor and in different real life situations.	UNDERSTANDING
26.	MEASUREMENT	Working out money activities involving change	Learners inability to calculate the correct change involving money	Teachers to guide learners to practice on money activities involving change in different real life situations.	EVALUATING
27.	ALGEBRA	Solving simple equations with one unknown in real life situation	Failure of learners to analyse the real life situation, form and solve simple equations.	Teachers to train learners on analysing a real life situation, form and solve simple equations.	ANALYZING
28.	ALGEBRA	Interpreting information from a bar graph	Learners inability to correctly interpret information from bar graphs.	Teachers to train learners to correctly represent data on bar graphs and interpret the information.	ANALYZING
29.	ALGEBRA	Forming simple equations with one unknown in a real life situation	Inability of learners to correctly form simple equations with one unknown.	Teachers to guide learners on the correct formation and solving of simple equations with one unknown in real life situations.	APPLYING
30.	DATA HANDLING	Interpreting data represented through piling in a real life situation	Inability of learners to interpret data represented by cubes through piling.	Teachers to train learners practically to represent and interpret data by piling similar objects like match boxes vertically.	EVALUATING

## SCIENCE AND TECHNOLOGY ANALYSIS REPORT

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
1.	LIVING THINGS	Specifying the importance of flowering plants.	Learners failure to not tease out the importance of flowering plants from the general importance of plants.	Teachers to take learners for nature walk in their locality to observe and study the importance of flowering plants. Learners may also plant seeds and observe plant characteristics as they grow.	ANALYSING
2.	LIVING THINGS	Identifying the uses of fungi in day to day life.	Learners failure to match different fungi with their respective uses especially penicillium as source of medicine.	Teachers to guide learners to identify different types of fungi in their locality to their use. The teacher may source for moe information from the internet.	ANALYSING
3.	LIVING THINGS	Identifying characteristics of animals as living things in their environment.	Learners failure to identify characteristics of animals especially relating the movement of ants towards food to response to stimuli.	Teachers to guide learners in practical observation of characteristics of animals for instance relating movement of animals towards food or away from danger to response to stimuli in contexts that are age appropriate	APPLYING
4.	ENVIRONMENT	Identifying ways of conserving water in their locality.	Learners failure to differentiate between methods of conserving water at home particularly recycling, re-using and reducing.	Teachers to guide learners in practicing different ways of water conservation in their locality.	APPLYING
5.	ENVIRONMENT	Identifying effects of air pollution on living things and ways of reducing air pollution.	Learners not able to identify breathing problem as an effect of dusty air and how to reduce the dust when sweeping.	Teachers to giuide learners to take a nature walk around the school and the neighbourhood to identify the effects of air pollution on living things and how to reduce air pollution.	APPLYING
6.	LIVING THINGS	Identifying precautions to take when handling fungi.	Learners failure to identify dangers of fungi especially eating of poisonous mushrooms.	learners to be trained to take precautions when handling fungi especially by not eating any mushrooms they come across.	UNDERSTANDING
7.	FORCE AND ENERGY	Identifying uses of poor and good conductors of heat in day to day life.	Learners failure to identify practical uses of poor and good conductors of heat in day to day life for instance in a metallic kettle.	Teachers to guide learners on the practical application of poor and good conductors in real life situations.	UNDERSTANDING

## SCIENCE AND TECHNOLOGY ANALYSIS REPORT

Qno.	STRAND/SKILL /TASK	SKILL TESTED	COMMON ERROR/ LEARNING GAP	SUGGESTED REMEDY	COGNITIVE LEVEL
8.	MATTER	Identifying change of state when liquids are warmed.	Learners failure to relate drying of wet hands to evaporation especially when a sanitizer is applied.	Teachers to guide learners to guide learners through practical application of change of state of matter in everyday life in their locality.	ANALYSING
9.	MATTER	Identifying gases by their uses and percentage proportion in the atmosphere.	Learners failure to identify uses of atmospheric air and proportion in air especially the use of oxygen gas and the percentage it occupies in the atmosphere.	More practice in the classroom on uses and percentage proportion of gases in the atmosphere to develop learner's thinking beyond the classroom.	APPLYING
10.	FORCE AND ENERGY	Identifying parts of a functional lever.	Learners failure to link the functionality of levers to movement of the load and the effort for instance the beam balance and the movement of the load and the effort.	Teachers to guide learners to construct a simple functional beam balance as a project and use it to compare masses.	UNDERSTANDING
11.	FORCE AND ENERGY	Identifying effects of gravity on an objects in their locality.	Learners failure to identify the effects of gravity in everyday life particularly flowing of water in rivers and fruits falling from a tree.	Teachers to guide learners to practically do activities where gravity is involved and discuss the application of gravity in their locality.	ANALYSING
12.	FORCE AND ENERGY	Identifying the application of convection in every day life.	Learners failure to apply the effects of convection especially the rising of hot air when leaves are being burnt.	Teaching to emphasise on critical observation of immediate environment and reasoning for drawing correct conclusions for instance use of ventilators in rooms. Also learners should be taken through experiments where convection is involved .	APPLYING
13.	LIVING THINGS	Selecting most suitable protective equipment to use when handling plants in the environment.	Learners failure to select the most suitable equipment for safety when handling plants in the forest.	Teaching to emphasise on the actual use of the protective equipment during nature walks. Improvisation of the protective equipment for learning is encouraged.	APPLYING
14.	HEALTH EDUCATION	Identifying signs and symptoms of cholera.	Learners failure to identify signs and symptoms of cholera.	Teaching to emphasise on signs and symptoms of water borne diseases as they facilitate learning. The internet can be of uses.	UNDERSTANDING

## SCIENCE AND TECHNOLOGY ANALYSIS REPORT

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
15.	WEATHER AND SKY	Identifying different types of clouds in the sky by their characteristics.	Learners failure to use characteristics to identify clouds.	Teaching to emphasise on critical observation of one's sky environment and reasoning for drawing correct observations.	UNDERSTANDING

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
16.	CONSERVING OUR ENVIRONMENT	Identifying various climbing fruits	Learners confusing climbing fruits with other types of fruits	Use ICT, print materials and real objects to identify various climbing fruits	REMEMBERING
17.	CONSERVING OUR ENVIRONMENT	Care for young climbing fruit plants	Learners confusing the purpose of the various caring practices for fruit plants	Learners to construct shades to protect young fruit plants from damage. Emphasize the purpose for the various caring practices for young fruit plants	EVALUATING
18.	CONSERVING OUR ENVIRONMENT	Managing climbing fruit plants	Learners unable to identify training as part of staking	Learners to take care of climbing fruit plants emphasizing the purpose for the different management practices	ANALYSING
19.	CONSERVING OUR ENVIRONMENT	Identifying the right stage for harvesting creeping crops	Learners confusing creeping crops harvested as ripe fruits with those harvested unripe as vegetables	Learners to identify the appropriate harvesting stage for the various creeping crops	APPLYING
20.	CONSERVING OUR ENVIRONMENT	Contribution of crops to nutrition	Learners unable to relate crops to their nutritional importance	Emphasize the nutritional importance of different crops.	EVALUATING
21.	CONSERVING OUR ENVIRONMENT	Appropriate harvesting of creeping crops to reduce damage	Learners not taking precautions during harvesting of creeping crops	Learners to appropriately harvest creeping crops to reduce damage	APPLYING
22.	CONSERVING OUR ENVIRONMENT	Identification of different types of seedbeds that conserve soil moisture	Learners confusing shallow pits with sunken beds	Learners to prepare sunken beds and shallow pits for water conservation	ANALYSING
23.	CONSERVING OUR ENVIRONMENT	Preparation of different types of seedbeds that conserve soil moisture	Learners confusing shallow pits with sunken beds	Learners to prepare sunken beds and shallow pits for water conservation	CREATING
24.	GARDENING PRACTICES	Identification of appropriate garden tools and equipment used for gardening in a seedbed	Learners confusing the use of various garden tools and equipment	Learners to use appropriate garden tools and equipment in seedbed preparation	UNDERSTANDING
25.	GARDENING PRACTICES	Cleaning of garden tools and equipment after use	Learners not cleaning garden tools and equipment after use	Emphasize the cleaning of garden tools and equipment after use	ANALYSING

Qno.	STRAND/SKILL /TASK	SKILL TESTED	COMMON ERROR/ LEARNING GAP	SUGGESTED REMEDY	COGNITIVE LEVEL
26.	Healthy Living	<ul style="list-style-type: none"> <li>- A ability to comprehend the reason for stuffing old newspapers in leather shoes after cleaning.</li> <li>- Able to identify the correct methods of storing different types of shoes after cleaning</li> </ul>	<ul style="list-style-type: none"> <li>- Learners thinking that newspapers are only used during cleaning of leather shoes and not during storage.</li> <li>- learners failing to understand the type of shoes assessed the difference between losing shape and becoming small in size.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers to use practical approach where learners are taken through a complete process of cleaning leather shoes up to storage.</li> <li>- Explaining other uses of newspaper in the cleaning process.</li> <li>- helping the learners understand the difference between losing shape and becoming small in size.</li> </ul>	Understanding
27.	Healthy Living	<ul style="list-style-type: none"> <li>- Ability to identify non-communicable diseases from given various symptoms.</li> <li>- Ability to identify and select non-communicable diseases from communicable</li> </ul>	<ul style="list-style-type: none"> <li>- Learners inability to differentiate between communicable and non-communicable diseases when provided with the symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers advised to explain to the learners the different symptoms of communicable diseases ; let the learners come up with charts to illustrate symptoms of various communicable diseases.</li> </ul>	Creating
28.	Consumer Education	<ul style="list-style-type: none"> <li>- Explaining why it is necessary to make a family budget.</li> </ul>	<ul style="list-style-type: none"> <li>-Learners inability to differentiate between a budget from a shopping list. Therefore some learners stated that a budget is prepared to help them buy food items they generally like and are in fashion. They ignored the priority aspect a budget.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers advised to let learners draw two chats to illustrate different components and functions of both budget and shopping list and display in their classroom.</li> </ul>	Understanding
29.	Foods and Nutrition	<ul style="list-style-type: none"> <li>- Ability to identify the food groups given different food items</li> </ul>	<ul style="list-style-type: none"> <li>-Learners had difficulties in classifying food items into right food groups due to the fact that they could not understand that the term "energy" can be used in place of "carbohydrates"</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers advised to ensure that the learners get familiar with the term "energy giving foods" as well as the term "carbohydrates" This should be extended to the other terms used to refer to other food groups.</li> </ul>	Remembering
30.	Foods and Nutrition	<ul style="list-style-type: none"> <li>- Ability to apply the knowledge learnt to come up with the correct procedures of preserve cereals and legumes.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners failing to understand that preservation is only complete when the cereals are stored in a dry place.</li> </ul>	<ul style="list-style-type: none"> <li>- Take learners through practical sessions on preservation of cereals. Avoid theoretical approach.</li> </ul>	Applying

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
31.	Foods and Nutrition	- Ability to put elements together to form a coherent procedure of cleaning a charcoal Jiko	- Learners were not able to re-arrange the procedures. This could have been influenced by traditional methods which might not follow any order while cleaning a Jiko.	-Provide a charcoal Jiko for the learners to clean in order to correct the misconceptions. - Form small groups or allow each learner to carryout the practical task of cleaning a charcoal jiko intermediately after use.	Creating
32.	Foods and Nutrition	- Explaining why there is need to clean utensils immediately after use.	-Learner not able comprehend that the plates are washed immediately after use to avoid staining the plates and not just to make them clean.	-Teachers to design a practical activity to demonstrate this by asking some learners to wash their plates immediately after meals while other to wash their plates several hours after use. The practical can run for 2 weeks or one month.	Applying
33.	Clothing and Laundry Work	- Explaining why mending as one of the laundry work procedures is necessary before washing.	- Learners thinking that mending makes clothes new once the torn part is repaired. They did not comprehend why it should be done before and not after washing.	-Teachers advised to provide more explanations on each of the laundry work processes coupled with practical approach and can also involve parents to reinforce this while their children wash clothes at home.	Understanding
34.	Clothing and Laundry Work	- Can recognize care label symbols attached to garments and other household articles and explain their function.	- Learners misinterpreting the meaning of the care label symbol.	-Teachers advised to design more practical approach and explanations of each care label symbols attached to garments.	Analyzing
35.	Clothing and Laundry Work	- Ability to decide on the right methods to use while making a neck scarf.	- Learners thought that sewing is a method of fabric construction that could be used to make a neck scarf.	- Teachers advised to design more practical approach to various methods of fabric construction	Applying



<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
22.	NATURAL AND BUILT ENVIRONMENTS	giving reasons for caring for historical built environment	learners inability to make judgement of the best reason due to inadequate mastery and very close distractors	Teachers to expose learners to tasks that evaluate reasons for caring for Historical Built environment and teach using real sites.	Evaluating
23.	NATURAL AND BUILT ENVIRONMENTS	choosing the correct diagram of an ox bow lake	inability to make judgement on the correct diagram due to inadequate knowledge or lack of exposure to similar tasks	Teachers to teach the topic using diagrams and engage learners in drawing for mastery.	Applying
24.	NATURAL AND BUILT ENVIRONMENTS	identifying the vegetation type described	in sufficient knowledge on characteristics of various vegetation types	practice using similar tasks and use of pictorials of various types of vegetation during instruction for learners to identify the characteristics.	Analysing
25.	NATURAL AND BUILT ENVIRONMENTS	identifying a historical built environment	lack of knowledge of an historical built environment	use of real life experiences while teaching or practical examples for mastery	Knowing
26.	NATURAL AND BUILT ENVIRONMENTS	creating messages on how to care for plants within the school	inadequate skills to enable make correct judgments of the correct option or inability to read the questions carefully hence didn't notice the except.	Teachers to engage learners to write similar messages and expose them to similar tasks.	Creating
27.	RESOURCES AND ECONOMIC ACTIVITIES	recognizing a road sign that indicate children crossing	lack of mastery of road signs and what they indicate	Teachers to expose learners to drawing and viewing diagrams of different road signs and applying them in real situations	Applying
28.	RESOURCES AND ECONOMIC ACTIVITIES	matching minerals with areas that they are mined	confusing areas where different minerals are mined	coverage of the topic use similar charts for better understanding	Analysing
29.	PEOPLE, POPULATION AND SOCIAL ORGANISATION	choosing a factor that does not lead to dense population	confusing factors leading to dense population with those leading to low population	use of practical examples from the environment during instruction	Analysing
30.	PEOPLE, POPULATION AND SOCIAL ORGANISATION	choosing qualities of a good leader from paired qualities	confusing the paired qualities of a good leader	Use real life scenarios during instruction for better mastery	Analysing

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
31.	POLITICAL SYSTEMS AND GOVERNANCE	identifying a child right that is abused by sending a child to sell sweets in the streets.	inadequate understanding of human rights	teaching using practical scenerios	Understanding
32.	POLITICAL SYSTEMS AND GOVERNANCE	identfying a traditional leader who practised long distance trade	inadequate mastery of traditional leaders and inability to relate the leaders with their roles	tasks learners to view charts and draw traditional leaders and write their roles for better understanding.	Knowlegde
33.	POLITICAL SYSTEMS AND GOVERNANCE	identfying paired factors that promote peace in school	inability to identify factors that promote peace and confusing the best choice due to pairing	Teachers to expound the factors using charts and tasks learners to make simmlar chartsfor mastery	Analysing
34.	RESOURCES AND ECONOMIC ACTIIVITIES	planning an enterprise programme in school	confusing the steps/ procedures of starting an enterptise project	practise planning for a project in groups and supervision to ensure all participate	Creating
35.	POLITICAL SYSTEMS AND GOVERNANCE	identfying duties of a judge	lack of knowledge of duties of a judge or confusing the different functions in governance	teaching thoroughly duties of a judge using role plays and other real life experiences	Understanding

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
1.	Picture making, Montage	Identifying the steps followed in montage picture making	random placement and pasting of pictures (in a chart like format) that do not relate to each other without any clear theme using cut out photographs instead of picture	Teachers should guide learners on how to Assemble images from pictures NOT photographs Assembling separate pieces of thematically related pictures and putting them together into a sequence to create a montage composition.	CREATING
2.	Design Mixed Media and Technology - Photography view points	Analysing photographs to identify the viewpoints, creativity skills determine visually appealing view points Teamwork and collaboration	inability to describe the views in photography	Teachers should; expose learners to the three views points in photography -birds eye view -normal eye view -worms eye view guide learners in placements applicable using digital devices practically to help determine angles	APPLYING
3.	Presentation and Exhibition-Critique	self-efficacy ability to make critical judgements in a work of art	pointing out only wrong/incorrect 'things' in a work of art lack confidence in discussing own and others work using the elements and principles of art	Teachers should; engage learners in positive critiquing  guide learners to display and talk about own and others' artworks Guide learners in steps used in critiquing (Describe, Analyse, Interpretation, Judgement) and language used in critiquing	EVALUATING

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
4.	Picture making, Classification of Tertiary colours	Colour mixing skills critical thinking skills like exploring cause and effect through observation on how colours blend together and engaging in problem solving by testing different ways to achieve colours	Inability to point out how tertiary colours are produced.	Teachers should engage learners in practical colour mixing exercises to enable them know the different classifications and colour names	APPLYING
5.	Design Mixed Media and Technology-Block printing	problem solving, teamwork, communication, listening, personal reflection	Learners inability to tell/point out the direction in which the motif provided should face in printing	Teachers should expose learners to practical approaches in block printing to enable them understand the processes	CREATING
6.	Design Mixed Media and Technology- letter decoration	problem solving, teamwork, communication, listening, personal reflection	Inability to tell that different objects require different types of adhesives to be able to stick on surfaces	Teachers should expose learners to different types of adhesives suitable for decorating 2D and 3D artworks	CREATING
7.	Indigenous Kenyan Craft- Basketry	weaving skills Eye-hand coordination and concentration. problem-solving skills	Learner's inability to describe the steps followed in weaving using coil and stitch technique	Teachers should expose learners to all forms of weaving techniques practically	CREATING
8.	Indigenous Kenyan Craft- Pottery slab technique	Hand-eye coordination nurtures creativity, boosts imagination and imbibes self-confidence problem solving, creativity skills, communication skills	Learners inability to outline the steps followed in pottery making using slab technique in sequence	Teachers should expose learners to hand building techniques applicable in pottery making	APPLYING

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
9.	Presentation and Exhibition	core value; integrity, responsibility	inability to tell that it is wrong to use someone else work of art without permission	Teachers should guide learners on the effects of using someone's else work or copying works of art without acknowledgement, Infuse/ integrate values in their lessons to curb the vice.	EVALUATING
10.	Indigenous Kenyan Craft- Pottery coil technique	Hand-eye coordination nurtures creativity, boosts imagination and imbibes self-confidence problem solving, creativity skills, communication skills	Learners inability to sequentially outline the steps used in making vessels using coil technique	Teachers should expose learners to hand building techniques applicable in pottery making	CREATING

Qno.	STRAND/SKILL /TASK	SKILL TESTED	COMMON ERROR/ LEARNING GAP	SUGGESTED REMEDY	COGNITIVE LEVEL
11.	PERFORMING	Knowledge of different types of songs and their functions	Learners confusing the anthem for a sacred song since it is usually considered a prayer	Teachers to guide learners well enough to know the the different types of songs and their functions	Remembering
12.	PERFORMING	Identifying roles of different participants in a folksong performance/ Analysis of performance	Learners not knowing who the soloist is in a folksong performance and thereby failing to identify the specific role that he/she plays	teachers to expose learners to practical performance and use the practical session to break down functions of different participants	Analyzing
13.	PERFORMING	Knowledge of the stanzas of the Kenya National Anthem	Learners lacking mastery of the flow of the text in the national anthem and mixing up the lines.	teachers to present learners with opportunities to sing the national anthem in full to ensure full mastery	Remembering
16.	PERFORMING		Learners not knowing how a lullaby is performed	Teachers to practically take learners through the performance of lullabies, identifying their features	Understanding
17.	LISTENING AND RESPONDING		learners not knowing the concept of active listening and responding for analysis	Teachers to adopt a practical approach to equipping learners with listening skills	Understanding
18.	PERFORMING		Learners not knowing the practical components of folk dance performance and getting mixed up in the combinations presented	Teachers to use learners'practical presentations to demonstarte the different components of dance	Remembering
20.	PERFORMING			Learners not able to tell the similarities and differences between the two types of instruments	Teachers to use a practical approach using realia or dummies to assist learners to gain a practical experince with the different instruments

## CHRISTIAN RELIGIOUS EDUCATION ANALYSIS REPORT

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
36.	Creation	Identifying the element of Panchmahabhoot in the given pictures	Learners' inability to identify different elements of Panchmahabhoot.	Teachers to expose learners to practical tasks such as watching video clips to differentiate ways in which this element of panchmahabhoot is used in daily life.	Remembering
37.	Creation	Distinguishing the forms of child labour.	Inability to familiarize themselves with the different forms of child labor.	Teacher to apply teaching methods that can lead to retention of knowledge e.g role play.	Analysing
38.	The Bible	Stating reasons why it is important for children to obey their parents.	Inability to relate the knowledge acquired regarding the Ten Commandments.	Teachers to guide learners on how to relate teachings from the Bible in their daily lives.	Understanding
39.	The Bible	Identifying lessons Christians learn from the Ten Commandments.	Inability to identify the lessons from Ten Commandments.	Teacher to guide learners on how to derive lessons from the Biblical teachings.	Applying
40.	Creation	Giving reasons why God created the woman.	Failure to give the reason why God created the woman.	Teacher to guide learners to consistently use the Bible when learning creation stories.	Remembering
41.	The Bible	Identifying the lessons learnt from the contest at Mount Carmel.	Inability to derive the lessons learnt from the Mount Carmel contest.	Teacher to train learners to apply the acquired knowledge from the Biblical stories to answer questions.	Applying
42.	The life of Jesus Christ	Stating the lessons learnt from the temptations of Jesus.	Inability to identify the lessons learnt from the temptations of Jesus.	Teacher to use methods that can lead to retention of knowledge.	Creating
43.	The life of Jesus Christ	Identifying reasons why Jesus healed the Roman officer's servant.	Inability to identify the reasons why Jesus healed the Roman Officer's servant.	Teacher to use the Bible as the main source of reference when teaching the miracles of Jesus christ.	Remembering
44.	The life of Jesus Christ	Identifying the instructions John the Baptist gave to people in preparation for the coming of the messiah.	Inability to familiarize themselves with the teachings of John the baptist. Failure to distinguish teachings of Jesus and John the Baptist.	Teach Biblical stories repetitively at all levels to enhance the retention of knowledge.	Understanding

## CHRISTIAN RELIGIOUS EDUCATION ANALYSIS REPORT

<b>Qno.</b>	<b>STRAND/SKILL /TASK</b>	<b>SKILL TESTED</b>	<b>COMMON ERROR/ LEARNING GAP</b>	<b>SUGGESTED REMEDY</b>	<b>COGNITIVE LEVEL</b>
45.	The Church	Identifying the gifts of the Holy Spirit	Inability to distinguish between the gifts and fruit of the Holy Spirit.	Learners to draw charts/ visual diagrams showing gifts and fruit of the Holy Spirit.	Evaluating
46.	The Church	Identifying ways of promoting unity.	Inability to identify ways of promoting unity.	Engage learners in activities that promote unity.	Analysing
47.	Christian Values	Identifying ways of showing love and concern for others.	Inability to make judgment on the best action to take.	Learners to discuss the different ways of showing love and concern for others.	Creating
48.	Christian Values	Identifying the correct way to behave when one meets a stranger	Inability to identify the correct action to take when one meets a stranger.	Teach learners how to make correct decisions when faced by challenges.	Creating
49.	Christian Living	Identifying ways of demonstrating responsibility while in school.	Inability to derive values acquired from the different actions of people.	Teachers to guide learners on how to derive values from different actions/scenarios.	Applying
50.	Christian Living	Identifying the appropriate ways to use social media.	Failure to distinguish the appropriate ways to use social media.	Teachers to guide learners on responsible use of social media.	Analysing