

3.0 PART ONE: ANALYSIS OF DIFFICULT QUESTIONS

3.1 HISTORY & GOVERNMENT (311)

History and Government equips students with adequate knowledge that enhances their understanding of social, economic and political developments of the world. Students are expected to relate this information to the Kenyan situation. The year **2019 KCSE History and Government** examination was presented in two papers: **Paper 1 (311/1)** which covers the “**History and Government of Kenya**” while **paper 2 (311/2)** examines “**Themes in World History and Governments.**”

This report analyzes the performance of candidates in the year **2019 History and Government** examination papers, paying special attention to the poorly performed items. It looks at what the questions tested; the candidates’ weaknesses and where possible, advice to History and Government teachers with the aim of improving future performance in the subject.

3.1.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years: **2016, 2017, 2018 & 2019.**

Table 8: Candidates’ Performance in History and Government for the last four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2016	1		100	45.28	20.46
	2		100	40.39	20.48
	Overall	394086	200	85.63	39.12
2017	1		100	33.74	17.18
	2		100	47.95	17.34
	Overall	421,311	200	81.67	32.91
2018	1		100	45.73	19.30
	2		100	36.68	19.79
	Overall	458,230	200	82.41	39.09
2019	1	483,691	100	45	19.291
	2	483,675	100	37	20.457
	Overall	483,678	200		

From the table above, we deduce the following:

- i) The candidature increased from **4583230** in **2018** to **483678** in **2019**. This is an increase of **25448** candidates. This is a clear indication that the candidature for History and Government as a subject has consistently been growing over the last couple of years.
- ii) There was a slight drop in the performance of paper 1 (311/1) from a mean of **45.73** in **2018** to **45.00** in **2019**. However, performance in this paper was better than that of paper two.
- iii) There was a slight improvement in the performance of paper 2 (311/2) from a mean of **36.68** and an S.D of **19.79** in **2018** to **37.00** in **2019** and an S.D of **20.457**

- iv) So far, the 2016 performance is the **highest** while 2017 is the **lowest** over the *four year* period under review.

3.1.2 History & Government Paper 1 (311/1)

As mentioned earlier in this report, the performance of candidates in this paper slightly dropped from a mean of 45.73 and a Standard Deviation of 19.30 in 2018 to a mean of 45.00 and a Standard Deviation of 19.29 in 2019. This translates into an improvement index of -0.73.

After analysing the questions, some weaknesses were noted in the candidates' responses and have been pointed out here and the necessary advice to teachers given.

Below are some examples of such questions. Where applicable, we have provided specific guidance to teachers and/or students.

Question no. 2

Requirements: State **two** ways in which the Agikuyu interacted with the Maasai during the pre-colonial period.

Weaknesses in Candidates' responses

Some of the candidates gave wrong answers like:

- Through relationships.
- Through ceremonies.

Expected responses

- (i) They intermarried.
- (ii) They traded/exchanged goods.
- (iii) They borrowed items from each other.
- (iv) They raided each other/fought.

Advice to teachers

Teachers to help learners differentiate among the social, political and economic aspects of interactions among traditional African societies.

Question no. 7

Requirements: Identify **one** minority group whose rights were protected by the Constitution of Kenya at independence.

Weaknesses in Candidates' responses:

Some of the candidates gave wrong answers like:

- Criminals
- Prisoners.

- (i) The Europeans
- (ii) The Asians
- (iii) Minority indigenous African communities

Advice to teachers

Help the learners to differentiate between the rights provided to individuals during independence time and those rights provided in the Constitution 2010.

Question no. 11

Requirements: Give the **main** contribution made by Tom Mboya which improved the welfare of workers in Kenya during the colonial period.

Weaknesses in Candidates' response

Some of the candidates gave wrong answers like:

- He provided workers with money.
- Abolition of slave trade.

Expected response

He formed Trade union/workers' union movement

Advice to teachers

Assist the learners to interpret questions correctly and not guessing responses.

Question no. 12

Requirements: Outline **two** types of cases which are determined by the Kadhi's courts in Kenya.

Weaknesses in Candidates' response

Some of the candidates gave wrong answers like:

- Murder case
- Rape case.

Expected responses

- (i) Marriage cases;
- (ii) Divorce cases;
- (iii) Inheritance cases;
- (iv) Personal status;

Advice to teachers

To clarify to the learners the different types of courts that we have in Kenya and their specific roles and jurisdictions.

Question no. 16

Requirements: Give **one** classification of land ownership enshrined in the Constitution of Kenya.

Weaknesses in Candidates' response

Some of the candidates gave wrong answers like:

- British
- Land enclosure system.

Expected responses

- (i) Public land
- (ii) Community land
- (iii) Private land

Advice to teachers

Assist learners to clearly identify the types of land ownership in Kenya.

Question no. 17

Requirements: Give the **main** reason why President Daniel Arap Moi banned ethnic organisations in 1979.

Weaknesses in Candidates' response

Some of the candidates gave wrong answers like:

- Lack of development.
- To fight injustices among the politics.

Expected response

In order to promote national unity

Advice to teachers

To cover syllabus adequately so that learners understand the topic on political developments and challenges after independence.

Questions 21, 22, 23 and 24 were reported by examiners to have been **popular** with the candidates. Most of the candidates attempted them, although they did not necessarily get them right.

The popular questions

21. (a) Identify **three** political organisations that Ronald Ngala worked with in his political career. (3 marks)

(b) Discuss **six** contributions of Professor Wangari Maathai in the politics of Kenya. (12 marks)

22. (a) State **five** economic challenges which Kenya was experiencing at independence. (5 marks)

(b) Discuss **five** features of African Socialism which was adopted in Kenya after independence. (10 marks)

23. (a) Give **five** qualities of a good public servant in Kenya. (5 marks)
- (b) Explain **five** functions of the civil service of the National Government of Kenya. (10 marks)
24. (a) State **five** functions of the Controller of Budget of the Government of Kenya. (5 marks)
- (b) Explain **five** ways in which the recurrent expenditure funds are used by the County governments in Kenya. (10 marks)

3.1.3 History & Government Paper 2 (311/2)

There was a slight improvement in the performance of paper 2 (311/2) from a mean of 36.68 in 2018 to 37.00 in 2019. This translates into an improvement index of +0.32.

During the marking exercise, examiners reported that question numbers 18, 19 and 20 were popular with the candidates.

The popular questions:

- 18 (a) Highlight **five** changes which marked the Agrarian Revolution in Britain. (5 marks.)
- (b) Discuss **five** effects of the Agrarian Revolution in the United States of America. (10 marks)
- 19 (a) Highlight **five** effects of scientific inventions on medicine. (5 marks)
- (b) Describe **five** factors which have influenced industrialization in India. (10 marks)
- 20 (a) State **five** functions of the ancient city of Athens. (5 marks)
- (b) Describe **five** challenges experienced in the City of Johannesburg. (10 marks)
- 22.(a) Identify the **three** countries that formed Triple Alliance before the outbreak of the First World War. (3 marks)
- (b) Explain why the Allied powers were able to defeat the Central powers during the First World War. (12 marks)
23. (a) State **five** objectives of the African Union. (5 marks)
- (b) Explain **five** challenges facing the East African Community (EAC), 2001. (10 marks)

On the other hand, **question 24** was reported to have been unpopular.

The unpopular question

- 24 (a) Identify **five** ways through which the supremacy of parliament may be limited in Britain. (5 marks)

(b) Discuss **five** functions of the Federal Government in the United States of America.

(10 marks)

Analysis on some questions show some weaknesses and the necessary advice to teachers. Below are some examples of questions and the mistakes that were noted in the candidates' responses. Where applicable, we have provided specific guidance to teachers and/ or students.

Question no 3

Requirements: Name the centre where freed slaves were settled by the missionaries in E.Africa.

Weaknesses in Candidates' responses

Most of the candidates were giving examples from Kenya and West Africa.

Expected response

Bagamoyo

Advice to teachers

Teachers to handle all parts of missionaries in East Africa as per the syllabus.

Question no. 8

Requirements: Outline **two** functions of the ancient town of Kilwa.

Weaknesses in Candidates' responses

Some candidates gave only general functions of towns.

Expected responses

- (i) It was a trading centre.
- (ii) It was an administrative centre.
- (iii) It was a religious centre/Islamic centre.
- (iv) It was a defence centre.

Advice to teachers

Adequate syllabus coverage.

Question no. 9

Requirements: Give **one** symbol of unity among the Shona during the pre-colonial period

Weaknesses in Candidates' responses

Some of them gave the symbol of unity for the Ndebele instead of those for Shona.

Expected responses

- (i) The religion (Mwari cult)
- (ii) The Royal Fire.
- (iii) The King/Mutapa.

Advice to teachers

Effective syllabus coverage showing the difference between these two communities.

Question no. 17

Requirements: Give one chamber of the Congress in the United States of America.

Weaknesses in Candidates' responses

Many candidates were confusing the chambers in India, Britain and U.S.A and so they mixed up the chambers of the three nations.

Expected responses

- (i) The Senate
- (ii) The House of Representatives.

Advice to teachers

The teachers to use a chart to teach all the chambers in the three nations that are covered under Systems of Governments in other parts of the World.

GENERAL COMMENTS

- i) Teachers should introduce their learners to proper use of action verbs used in testing for example state, describe, explain, etc.
- ii) Teachers should effectively cover the syllabus within the time allocated.
- iii) Teachers should expose their learners to application kind of questions in all topics.
- iv) Teachers and students should use new text books approved by the Ministry of Education, that have content based on Constitution 2010.
- v) Teachers should desist from using unapproved revision materials/pamphlets and instead set their own standard tests for revision. Some of these revision materials have been known to mislead teachers and the learners. They do not have the correct content while others are even out of the syllabus.
- vi) The teachers should teach their students to understand the rubric and adhere to it.
- vii) Where applicable, teachers should organize and take students to relevant historical sites.
- viii) Teachers should organize and participate in History seminars and symposia at Sub-county, County and National levels.
- ix) Teachers should sensitize their learners on how to handle application questions.
- x) Teachers should use charts and maps to teach certain concepts like trade and migration.
- xi) Teachers and students should access the KNEC's annual backwash reports on KCSE so as to see common mistakes pointed out and the professional advice given therein with a view to avoiding such mistakes in future and improve the quality of teaching of History and Government. This will also better prepare candidates for examinations.
- xii) The Government through the Teachers Service Commission to employ more History and Government teachers; Ministry of Education through Quality Assurance and Standards Council to enhance supervision of the instruction of the subject and teacher training institutions and universities to increase capacity to train more teachers of History and Government to supply sufficient number of teachers of History in our secondary schools.
- xiii) Principals and other teachers to change their attitude towards History and Government since it is no longer a booster subject but among the major subjects taught and examined in KCSE.
- xiv) Principals to avail varied reference materials for teaching and learning of History and Government.