



9.0: HISTORY AND GOVERNMENT (311)

History and Government equips students with knowledge that enables them to understand the *social, economic and political developments of the world*. Students are expected to relate the information to the Kenyan situation. The year 2006 KCSE History and Government examination was presented in two papers. *Paper 1 (311/1)* covers the “*History and Government of Kenya*” while *Paper 2 (311/2)* is on the “*Themes in World History and Government*”. This report analyses the performance of the candidates in the year 2006 History and Government examination paying special attention to the poorly performed items. The report further gives expected responses and gives advice to both the teachers and candidates with the aim of improving future performance in the subject.

9.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years, 2003, 2004, 2005 and 2006.

Table 12: Candidates’ Performance in History and Government for the Last Four Years.

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2003	1		100	52.64	18.90
	2		100	49.55	19.65
	Overall	96,045	200	102.19	38.55
2004	1		100	61.82	19.90
	2		100	52.24	19.30
	Overall	115,060	200	114.03	37.00
2005	1		100	56.71	19.76
	2		100	45.81	19.88
	Overall	142,924	200	102.51	38.00
2006	1		100	59.16	19.55
	2		100	42.23	17.74
	Overall	143,400	200	101.38	35.00

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

- i) The candidature in History and Government has continued to grow over the years.
- ii) Whereas the performance in paper 1 (311/1) improved from a mean of *56.71* in the year 2005 to *59.16* in the year 2006, performance of paper 2 (311/2) declined from a mean of *45.81* in the year 2005 to *42.23* in the year 2006.
- iii) There was a slight drop in the overall performance of candidates in the subject as shown by a mean of *101.38* in the year 2006 as compared to *102.51* in the year 2005.

Questions which were poorly performed by candidates are discussed below.

9.2 PAPER 1 (311/1)

The performance of candidates’ in this paper improved from a mean of *56.71* in the year 2005 to *59.16* in the year 2006. In the year 2006 KCSE History and Government *Paper 1 (311/1)*, there were questions which posed challenges to the candidates. These questions are discussed here below.

Question 19 (a)

What were the activities of the Imperial British East Africa Company (IBEACo.) between 1888 and 1895?

Candidates were expected to give the activities of the Imperial British East Africa Company (IBEACo.) between 1888 and 1895.

Weaknesses

Majority of candidates gave irrelevant responses which included *“create empires”, “spread of christianity”, “settled disputes in the Congo Free State”, “manufactured clothes, cement, coffee,” etc.*

Expected Responses

- It provided information about the interior of East Africa.
- It traded with the local communities/promoted legitimate trade.
- It built the Uganda railway.
- It suppressed African resistance against the British.
- It discouraged slave trading.
- It pioneered the construction of roads/improved infrastructure.
- It established administrative posts/maintained law and order.

Advice to Teachers

Teachers are advised to explain the term *“IBEACo.”* and show its role as a political and economic agent in the administration of the region. Candidates need to be reminded to avoid irrelevant responses.

Question 19(b)

Why did the Imperial British East Africa Company rule come to an end in 1895?

Candidates were expected to give reasons that made the Imperial British East Africa rule to come to an end in 1895.

Weaknesses

A good number of candidates gave irrelevant responses which included *“they were attacked by man eaters of Tsavo”, “attacked by disease and wild animals”, “they lacked water and food”, “rise of United States of America and Union of Soviet Socialist Republic”*. In general the candidates lacked the historical facts needed to answer this question.

Expected Responses

- The area was too vast for the few officials to manage.
- The company lacked adequate funds/capital for its day to day activities.
- Company officials were affected by unfavourable climate conditions/tropical diseases.
- Poor infrastructure hindered its effectiveness.
- Rivalry from the German East Africa Company affected its operations.
- Some African communities resisted/rebelled against the company rule.
- There was mismanagement of funds by the company officials/corruption.

Advice to Teachers

Teachers are advised to encourage candidates to read widely in order to gather the relevant facts to help them answer questions.

Question 21 (a)

Give five political reasons that led to the colonization of Kenya by the British during the 19th Century.

Weaknesses

A good number of candidates mixed economic, social and political reasons instead of sticking to the demands of the question. They therefore ended up giving irrelevant responses like *“lack of unity among Kenyans”*, *“poor military training among Africans”*, *“Britain had a well trained army”* etc.

Expected Responses

- The British had the desire to acquire colonies in Africa.
- The British wanted to impose their rule to show their superiority.
- They wanted to protect their nationals who were already in Africa.
- The need to maintain the balance of power in Europe after the unification of German made Britain to look for colonies in Africa.

Advice to Teachers

Teachers should be specific when handling this topic on colonization i.e. economic, political and social reasons for the colonization of Kenya in the 19th century.

Question 21 (b)

What factors enabled missionaries to carry out their activities in Kenya by 1920?

Candidates were required to give the factors that enabled the missionaries to carry out their activities in Kenya by 1920.

Weaknesses

Candidates gave irrelevant facts which included *“usage of monsoon winds”*, *“trade”*, *“possession of superior weapons”*, *“favourable climate”* etc.

Expected Responses

- Political stability/protection provided conducive environment for missionary activities.
- Lack of strong opposition from other religions made Africans to become converts.
- The discovery of quinine which was a cure for malaria facilitated missionary work.
- African converts became evangelists and thus spread Christianity.
- The construction of the Uganda railway made their movement into the interior easier.

Advice to Teachers

Teachers should encourage candidates to read and understand the question and its demands before attempting it.

9.3 PAPER 2 (311/2)

9.3.1 Section A

Question 6

State the main contribution of the discovery of Chloroform in the field of medicine.

Weaknesses

Very few candidates answered this question correctly. Majority of the candidates guessed the answers and to some of them, chloroform was seen as a cure for malaria.

Expected Response

It reduced pain during operations.

Advice to Teachers

Teachers need to coach candidates on the expectation of questions which need value judgment.

Question 11

Give one reason why the Africans in Tanganyika were against the use of Akidas by the German colonial administrators.

Weaknesses

Candidates' responses displayed lack of knowledge as they mistook 'Akidas' for "Germans".

Expected Responses

- Akidas were foreigners.
- Akidas took Africans chances in administering their country.
- Akidas were brutal/harsh to the Africans/flogging/whipping Africans.

Advice to Teachers

Teachers should teach all syllabus content in detail.

Question 14

Give the main reason for the failure of the League of Nations.

Weaknesses

Many candidates gave several reasons for the failure of the League of Nations instead of just one (main) reason.

Expected Response

The re-armament of Germany.

Advice to Teachers

Teachers should assist learners to understand how to answer evaluation questions.

Question 16

State two political challenges that Tanzania faced during the rule of President Mwalimu Julius Nyerere.

This question required candidates to have knowledge on the rule of President Mwalimu Julius Nyerere.

Weaknesses

Most candidates' responses were on the economic challenges instead of the political.

Expected Responses

- President Idi Amin attacked Tanzania.
- 1964 army mutiny over delayed African promotions.
- The country hosted large numbers of refugees from war torn neighbouring countries/influx of refugees from war torn neighbouring countries.
- The failure of the Ujamaa Policy.
- The Association of Abeid Karume.

Advice to Teachers

Teachers should bring out the different aspects i.e. political, social and economic challenges when dealing with this area.

9.3.2 Section B

Question 20 (a)

Give three reasons why Lobengula was defeated by the British in 1893.

This question required candidates to have knowledge on Lobengula's defeat by the British.

Weaknesses

Most candidates lacked the correct historical facts and confused "*Lobengula*" with "*Lewanika*" and "*Samori Toure*".

Expected Responses

- The British Army was better organized than the Ndebele.
- The Shona supported the British against the Ndebele.
- The British had a better trained army.
- The British had superior weapons compared to the Ndebele.
- The British army got reinforcements from South Africa.

Advice to Teachers

Teachers are advised to research more on the topic to enable them teach it better.

Question 21 (b)

Describe the problems which undermined the activities of the nationalists in Mozambique.

Weaknesses

The topic was tested for the first time and many candidates showed lack of preparedness. They had inadequate historical facts.

Expected Responses

- Portugal outlawed political movements.
- The South African apartheid government assisted the Portuguese to fight the nationalists.

- They lacked basic needs such as food, clothes and medicine.
- Lacked adequate funds to organize their activities.
- Ideological differences led to the formation of rival guerrilla movements such as *COREMO* and *FRELIMO*.

Advice to Teachers

Both teachers and candidates need to read widely in this area.

9.3.3 Section C

Question 22(b)

Describe the social organization of Asante Kingdom in the eighteenth Century.

This question required candidates to have knowledge on the Asante Kingdom.

Weaknesses

Candidates' responses showed a lack of knowledge in this topic. A description of the Shona was evident instead of the Asante. Candidates gave the political and not social organization of the Asante.

Expected Responses

- The Kingdom was composed of many communities who spoke the Akan language.
- The Asante were organized in clans.
- The community was bound together by the Golden stool.
- The society was divided into social classes.
- The Kings were regarded as semi-divine.

Advice to Teachers

Teachers should teach according to the instructional objectives in the syllabus. They should guide candidates to understand and be able to distinguish the political from social aspects.

9.4 GENERAL COMMENTS

Generally the performance in History & Government paper 1 (311/1) was quite good. However, candidates are advised to read widely so as to get historical facts correct. The following issues also need to be taken into account so as to improve performance in the subject in the future:

- 9.4.1 Candidates should read questions and understand the task before attempting them. This is especially important in questions that demand political, social or economic aspects.
- 9.4.2 Candidates should be encouraged to read widely especially in the new areas of the syllabus. This is more so in topics that are related to History & Government paper 2 (311/2).
- 9.4.3 Candidates should follow rules and regulations regarding rubric so as to avoid been penalized in future.