

9.0 HISTORY AND GOVERNMENT (311)

History and Government equips students with knowledge that enables them to understand the *social, economic and political development of the world*. Students are expected to relate the information to the Kenyan situation. The year 2007 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 2007 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, 2004, 2005, 2006 and 2007.

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

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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
2007	1		100	48.04	18.60
	2		100	53.82	20.19
	Overall	165,844	200	101.85	36.00

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

- 9.1.1 The candidature in History and Government has continued to grow over the years, that is, from *115,060* in the year 2004 to *165,844* in the year 2007.
- 9.1.2 Whereas the performance in *paper 1 (311/1)* declined from a mean of *59.16* in the year 2006 to *48.04* in the year 2007, performance of candidates in *paper 2 (311/2)* improved from a mean of *42.23* in the year 2006 to *53.82* in the year 2007.
- 9.1.3 There was a slight improvement in the overall performance of candidature in the subject as indicated by a mean of *101.85* in the year 2007 as compared to *101.38* in the year 2006.

Questions which were poorly performed by candidates are discussed here below.

9.2 PAPER 1 (311/1)

The performance of candidates' in this paper declined from a mean of *59.16* in the year 2006 to *48.04* in the year 2007. In the year 2007 KCSE History and Government Paper 1 (311/1), there were no questions which

posed serious challenges to the candidates. However we shall highlight questions 23(b) and 24(b) where there were a few issues raised.

Question 23 (b)

Why should there be separation of powers between the Legislature, Executive and Judiciary in Kenya?

Candidates were expected to give reasons for the separation of powers between the *Legislature, Executive* and the *Judiciary* in Kenya.

Weaknesses

A good number of candidates gave irrelevant responses which included *“the lowest office in Kenya”, “improving development projects”, “ independence of judiciary in Kenya, “gives roles of all the Kenya government”, etc.*

Expected Responses

- To enable the government to facilitate division of labor.
- It helps prevent abuse of power/provides checks and balances.
- It promotes effective service delivery.
- To enhance accountability.

Advice to Teachers

This was the poorest performed question in the paper. This is evident from the many wrong responses given by the candidates. It seemed to suggest that teachers do not handle this area effectively. Teachers need to cover the syllabus so as to enable candidates respond to this kind of question with ease.

Question 24 (b)

Describe five duties performed by a District Commissioner in Kenya.

Candidates were expected to describe the duties of a District Commissioner in Kenya

Weaknesses

Candidates relied on misleading information they acquired from current affairs instead of using information from the syllabus and approved texts. They gave incorrect responses such as *“he counts votes”, he pays all teachers in the District”, “should attend burial and mourning to keep hope”. etc*

Expected Responses

- Represents the President in the District.
- Over-sees implementation of government policies.
- Conducts civil marriage on behalf of the State.
- The accounting officer.
- Ensures law and order is maintained in the District.
- Acts as a link between the people and the State.

Advice to Teachers

Teachers should ensure that the correct content is taught to the students and that they read widely.

9.3 PAPER 2 (311/2)

There were no questions which were too difficult for the candidates in this paper. The questions were suitable for the candidates' range of understanding except where candidates had not covered the syllabus as they prepared with their teachers. The paper registered the best mean score after a period of many years. Questions 6, 13 and 24(a) are highlighted because they posed some challenges to the candidates.

Question 6

State the **main** advantage of using air transport.

Candidates were to evaluate the uses of air transport and give the **main** reason why air transport is used.

Weaknesses

Candidates gave many answers instead of considering the *main*.

Expected Responses

It is the fastest mode of transport.

Advice to Teachers

Teachers should assist candidates in preparing them to attempt questions which require only one answer/response.

Question 13

Identify the **immediate** cause of the First World War.

Candidates were to identify the immediate cause of the First World War.

Weaknesses

Most candidates got the correct answer but those who lacked knowledge on the First World War wrote the causes of the World War I instead of the immediate cause.

Expected Responses

The assassination of the *Archduke of Austria* by a Serbian student.

Advice to Teachers

Teachers should teach both the long term and immediate causes of the First World War. They should also advice candidates to stick to the requirements of the questions.

Question 24 (a)

Give **three** requirements for one to be allowed to contest as a presidential candidate in the United States of America.

The candidates were to give three requirements for a presidential aspirant in the United States of America.

Weaknesses

Candidates used the Kenya situation in attempting this question. The guessing helped them score a few points.

Expected Responses

- One must be a citizen of America by birth.
- One must be a resident of the USA for at least 14 years.
- Should not have been president for the two four-year terms.
- Must be at least 35 years of age.
- Must be morally upright.

Advice to Teachers

Teachers should try to cover the syllabus adequately and point out specific areas of systems of government in other countries particularly where they differ from Kenya.

9.4 GENERAL COMMENTS

A near perfect curve has been attained in the assessment of History & Government (311). This is due to introduction of strict adherence to rubric in the marking exercise. The following should be adhered to further improve performance in the subject:

- 9.4.1 Ensuring that adequate syllabus coverage is done by both teachers and candidates.
- 9.4.2 Making proper use of the recommended text books and pupil book ratio.
- 9.4.3 Teachers should avoid absolute use of commercially produced "*revision booklets*" as most of them do not bring out the exact content of the syllabus.
- 9.4.4 Teachers should ensure that they use teaching aids such as maps, models etc.
- 9.4.5 Schools should provide adequate reference materials for candidates to use.
- 9.4.6 Only qualified teachers should be allowed to teach the subject.
- 9.4.7 Candidates should be advised on examination requirements and hence stick to the rubric.