

10.0 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 **2010 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)** examines “**Themes in World History and Governments.**”

This report analyses the performance of candidates in the year **2010** History and Government examination papers, paying special attention to the poorly performed items. It looks at what the questions tested, the candidates’ weaknesses and possible reasons for their poor performance. It also gives advice to History and Government teachers with the aim of improving future performance in the subject.

10.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years: **2007, 2008, 2009 and 2010.**

Table 17: Candidates’ Performance in History and Government for the last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2007	1		100	48.04	18.60
	2		100	53.82	20.19
	Overall	165,844	200	101.85	36.00
2008	1		100	36.20	16.96
	2		100	45.75	18.33
	Overall	184,823	200	81.92	33.57
2009	1		100	49.56	16.58
	2		100	42.20	16.14
	Overall	210,622	200	91.56	31.13
2010	1		100	52.20	18.10
	2		100	39.55	15.65
	Overall	225510	200	91.49	32.47

From the table above, the following can be deduced:

- 10.1.1 The candidature increased from **210,622** in 2009 to **225,510** in 2010.
- 10.1.2 There was an improvement in performance in paper 1 (311/1) from a mean of **49.56** in 2009 to **52.20** in 2010. However, there was a drop in performance in **paper 2 (311/2)** from a mean of **42.20** in 2009 to **39.55** in 2010.
- 10.1.3 The drop in the performance of **paper 2** to a mean of **39.55** led to a drop in the overall mean to **91.49** in 2010 from **91.56** in 2009.
- 10.1.4 The best performance over the four year period was in the year **2007** which had an overall mean of **101.85**.

10.2 PAPER 1 (311/1)

The performance of candidates in this paper improved from a mean of **49.46** in the year **2009** to **52.20** in the year **2010**.

In this report, questions **18a,b; 19a,b;20 a,b** and **22 a,b** were very popular with the candidates. This was because the topics were those commonly and widely tested. Again, the topics tested were mainly Form 1-3 and therefore technically taking care of majority of the candidates. The topics are some of the old and common ones.

- 18 (a) Give **five** reasons which influenced the migration of the Plains Nilotes to Kenya during the pre-colonial period. (5 marks)
- (b) Explain **five** results of the migration and settlement of the Maasai in Kenya during the pre-colonial period. (10 marks)
- 19 (a) Give **three** reasons why the early visitors came to the Kenyan-coast before 1500 A.D. (3 marks)
- (b) Explain **six** factors that contributed to the development of trade between the Kenyan coast and the outside world by 1900. (12 marks)
- 20 (a) State **three** socio-economic reasons why Britain colonized Kenya in the 19th Century. (3 marks)
- (b) Explain **six** factors that contributed to the formation of political associations in Kenya before 1939. (12 marks)
- 22 (a) Give the structure of the provincial administration in Kenya. (5 marks)
- (b) Describe **five** functions of the president of the Republic of Kenya. (10 marks)

The unpopular questions were **21(a,b), 23(a,b) and 24(a,b)**.

- 21 (a) State **three** ways in which the government of Kenya facilitated the acquisition of land for Africans after 1963. (3 marks)
- (b) Explain **six** challenges facing the agricultural sector in Kenya. (12 marks)
- 23 (a) Give **three** reasons why the constitution is important in Kenya. (3 marks)
- (b) Explain **six** factors that may undermine the administration of justice in Kenya. (12 marks)
- 24 (a) Identify **five** stages in the preparation of the national budget. (5 marks)
- (b) Explain why it is important for the Government to prepare the national budget annually. (10 marks)

- The answers given by the candidates showed that this topic was either ignored, overlooked, assumed or was never taught at all.
- Teachers should ensure **proper and effective syllabus coverage**. Major weaknesses were seen in this part of the Government.
- Teachers should therefore impress upon their students to prepare thoroughly well for this part which is equally important and acquaint themselves with current affairs.

10.3 PAPER 2 (311/2)

The performance of candidates in this paper declined from a mean of **42.20** in **2009** to **39.55** in the year **2010**.

The popular questions were numbers **18** and **19**. This was because they tested areas which could also be answered using general knowledge (why early people domesticated crops and animals; and industrialisation in Europe and S. Africa).

However, students gave the benefits of animals and other generalised answers in Question 18.

In Question 19, the candidates confused the results of the collaboration between the Buganda and the British with the effects of resistance.

In Question 21, the candidates confused the nationalist movement in Ghana with those of Mozambique and S. Africa.

In Question 22, the candidates gave the qualifications of one to become a French citizen but used Kenya's situation!

10.4 GENERAL COMMENTS

- 10.4.1 Teachers should effectively cover the syllabus within the time allocated.
- 10.4.2 Teachers should desist from using unapproved revision materials and set standard tests for revision.
- 10.4.3 The teachers should teach their students to understand the rubric and adhere to it.
- 10.4.4 The students should be exposed to current affairs.
- 10.4.5 Where applicable, teachers should teach specific case studies as a topic and not as a block for instance Colonial rule and Systems of Administration.
- 10.4.6 Teachers should clearly show their students how to distinguish certain historical events and happenings for example the first East African Community which collapsed in 1977 and the new EAC revived in 2001.