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.

GENERAL CANDIDATES’ PERFORMANCE


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

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.

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 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.