

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 **2012 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 **2012** 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.

3.1.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years: **2009, 2010, 2011 and 2012**.

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

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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
2011	1		100	51.38	17.00
	2		100	32.32	15.17
	Overall	115,923	200	83.66	30.26
2012	1		100	46.63	16.94
	2		100	35.31	16.47
	Overall	293172	200	81.90	31.69

From the table above, the following can be deduced:

- 3.1.1.1 The candidature increased from **115,923** in **2011** to **293172** in **2012**.
- 3.1.1.2 There was a drop in performance in paper 1 (**311/1**) from a mean of **51.38** in **2011** to **46.63** in **2012**. There was a slight improvement in the performance of paper 2 (**311/2**) from a mean of **32.32** in **2011** to **35.31** in **2012**.
- 3.1.1.3 The drop in the performance of papers 1 & the slight improvement in 311/2 subsequently led to a drop in the overall mean from **83.66** in **2011** to **81.90** in **2012**.
- 3.1.1.3 The best performance over the four year period was in the year **2009** which had an overall subject mean of **91.56**.

3.1.2 History & Government Paper 1 (311/1)

The performance of candidates in this paper slightly dropped from a mean of **51.38** and standard deviation of **17.00** in the year **2011** to **46.63** and a standard deviation of **16.94** in **2012**.

In this report, questions **18, 19, and 21 (in Section B)** and **22 & 24 (in Section C)** were very popular with the candidates. This was because the topics were those commonly and widely tested. The questions could also be recalled easily.

- 18** (a) State **five** causes of the Nandi resistance against the British invasion. (5 marks)
- (b) Explain **five** effects of the Maasai collaboration with the British in the early 20th Century. (10 marks)
- 19** (a) State **five** ways in which the construction of the Kenya-Uganda railway promoted economic development in Kenya during the colonial period. (5 marks)
- (b) Explain **five** problems encountered during the construction of the Kenya-Uganda railway. (10 marks)
- 21** (a) State **five** ways in which the government of Kenya has improved the health of its citizens since independence. (5 marks)
- (b) Explain **five** factors which have undermined the provision of health services by the Government of Kenya. (10 marks)
- 22** (a) Give **three** circumstances in which one's right to life may be taken away. (3 marks)
- (b) Explain **six** reasons why it is important to respect Human Rights. (12 marks)
- 24** (a) Name the **three** categories of the Kenya Defence Forces. (3 marks)
- (b) Explain **six** challenges faced by the Kenya Police Service in the course of discharging their duties. (12 marks)

However, **Questions 20 and 23** were the most unpopular question. The questions tested some areas not recently featured in the examination; for instance Kikuyu Central Association (KCA), Tom Mboya and the new structure of the Judiciary. This latter part is taken from the new Constitution (2010).

- 20** (a) Give **five** grievances of Kikuyu Central Association which were presented by Jomo Kenyatta to the Colonial Secretary in 1929. (5 marks)
- (b) Describe **five** roles played by Thomas Joseph Mboya in the development of trade union movement in Kenya. (10 marks)
- 23** (a) Give the composition of the Judicial Service Commission in Kenya. (5 marks)
- (b) Describe **five** ways through which the independence of the Judiciary is guaranteed in Kenya. (10 marks)

SECTION A

Below are some examples of questions and the glaring mistakes that were noted in the candidates' works: Under every question, we have provided specific guidance to teachers and/ or students.

Question 1

Give two limitations of using anthropology as a source of information on History and Government

Weaknesses:

- i. It is cheap and can reach many people at a go
- ii. Archaeology and Palaeontology
- iii. The fossils are rigid and are easy to break

Advice to Teachers:

Effective and thorough revision of the basics that are taught in history; some teachers, it appears assume that the students will read certain topic on their own as they are deemed to be too easy (simple)

Question 2

Identify one community in Kenya which belongs to the Southern Cushitic group

Weaknesses:

- i. The Oromo
- ii. Age set system in Kenya
- iii. The Danker

Advice to Teachers:

Teachers should make effective use of textbooks and other teaching and learning materials

Question 3

Name two Bantu groups which settled in Mount Elgon area before migrating to their present homeland

Weaknesses:

- i. Nilotes and Cushites
- ii. The Maasai and the Nandi
- iii. Western Bantu and Northern Bantu

Advice to Teachers:

Some of the responses given reveal lack of effective teaching and testing coupled with poor revision tactics since this was a very straight forward question

Question 4

State two religious functions performed by the Oloibon of the Maasai during the pre-colonial period

Weaknesses:

- i. He buried the dead
- ii. Spreading the religion and preaching to the people
- iii. The Oloibon settled land disputes between communities

Advice to Teachers:

Candidates variously mixed up the responses on the Maasai and the Nandi though cited above are irrelevant responses which are not related to the roles of their leader

Question 5

Give two factors that enabled the early visitors to come to the Kenyan coast by 1500 AD

Weaknesses:

- i. To spread Christianity
- ii. There was intermarriage between them
- iii. Availability of Uganda Railway

Advice to Teachers:

The teachers should differentiate between the reasons and factors that facilitated the coming of the early visitors to Kenya and the factors that made them to come/factors that attracted them to the East African Coast.

Question 6

Name one Arab family which ruled the Kenyan coast on behalf of Oman

Weaknesses:

- i. Yoruba
- ii. The Omanhene
- iii. The Arabians

Advice to Teachers:

The teachers should mention the three Arab families that ruled the East African Coast rather than emphasizing on one family only i.e. the Mazrui.

Question 7

Name the African community that organised long distance trade in Kenya during the colonial period

Weaknesses:

- i. The Omwanika Empire

- ii. Jomo Kenyatta
- iii. Periplus Eritrea

Advice to Teachers:

Teachers should differentiate between the African Communities which organized the Long Distance Trade in Kenya and the Communities which participated in the trade.

Question 8

Give the main reason why a Kenyan citizen should obey the law

Weaknesses:

- i. The law does not know anybody
- ii. To obey the constitution of Kenya
- iii. To avoid outbreak of war and conflict among citizens

Advice to Teachers:

When teachers are teaching on the values of Good Citizenship, they should emphasise on the importance of observing these values instead of just mentioning the values.

Question 9

Give two ways in which education has promoted national unity in Kenya

Weaknesses:

- i. By employment and through fund raising
- ii. When one offends an educated person he/she negotiates each other
- iii. Because their is free education
- iv. People read and write in schools and they write themselves

Advice to Teachers:

Responses indicate lack of textbook, lack of proper teaching and testing and seriousness by the teachers

Question 10

State two advantages of representative democracy

Weaknesses:

- i. It governs the country
- ii. It is flexible
- iii. Unites the people

Advice to Teachers:

The topics on government are at many times ignored by the teachers judging from the responses realized in the candidates' scripts.

Question 11

Give the main reason why the colonial government created African reserves in Kenya

Weaknesses:

- i. To promote tourism hence Kenya got income
- ii. Creation of reserves was a wildlife action
- iii. For tourism to bring foreign exchange

Advice to Teachers:

Teachers should effectively revise the colonial land policies and their varied effects on the social, economic and political status of the Africans

Question 12

What was the main reason for the formation of the Kenya African Democratic Union in 1960?

Weaknesses:

- i. The majority tribe feared to be dominated by the minority
- ii. To begin a union which would unite all different communities
- iii. To press for independence

Advice to Teachers:

Shows lack of preparedness and questions should be raised as to why this happens when the students are 'presumably' in school for four years

Question 13

Name the administrative head of the Kenyan Parliament

Weaknesses:

- i. The Speaker
- ii. The Commander in Chief
- iii. The Chief Justice

Advice to Teachers:

The teachers should highlight all the Senior Officials of the Legislative Arm of the government focusing on the new constitutional dispensation.

Question 14

State the main function of the Prisons department in Kenya

Weaknesses:

- i. It is to arrest all criminals
- ii. To maintain law and order
- iii. To confine prisoners convicted by the law courts

Advice to Teachers:

Judging from the wrong responses given by the students, the teachers are advised to teach the students the various reforms carried out in the Prison Department being rehabilitation centres

Question 15

Give the main reason why the Government of Kenya introduced Free Primary Education in 2003

Weaknesses:

- i. To offer bursaries/CDF fund
- ii. To make people to become illiterate
- iii. To stop slave trade
- iv. Every child to get the light because many children were outside

Advice to Teachers:

Teachers should make the students to understand the various roles and targets of the Education Sector focusing on emerging issues on education

Question 16

State two ways in which the government of Kenya ensures effective utilization of public funds

Weaknesses:

- i. Buying medicine that are public hospitals
- ii. Construction of new schools and roads

Advice to Teachers:

Teachers should make the students understand the various implications of the management of government funds including their sources.

Question 17

Give two disadvantages of Kenya's reliance on foreign aid as a source of revenue

Weaknesses:

- i. Some of the foreign aids are prisoners affects the health of citizens
- ii. They initiate the aids to be spread more in allowing ARVs
- iii. It promotes the spread of AIDS virus

Advice to Teacher:

Teachers should clearly explain and define the sources of revenue to make the students understand the concept to avoid confusion.

Question 18 a

State five causes of the Nandi resistance against the British invasion

Weaknesses:

- i. Cold climate caused respiratory disease among the British.
- ii. They were defeated because they lacked good leaders.
- iii. They were attacked by Akidas and Jembes.

Advice to Teachers:

Responses show signs of lack of preparedness on the part of both the teachers and students

Question 18 b

Explain five effects of the Maasai collaboration with the British in the early 20th Century

Weaknesses:

- i. Nabongo Mumia was made paramount chief of the Maasai
- ii. The soldiers remained loyal to Samori Toure
- iii. The death of their collaborator who was killed by the British

Advice to Teachers:

The question on the Maasai has been set before and rank as some of the questions that candidates should score commendably in. Wrong answers denote lack of proper preparation

Question 19 a

State five ways in which the construction of the Kenya-Uganda Railway promoted economic development in Kenya during the colonial period

Weaknesses:

- i. It will promote peace and harmony through the Chief's barazas
- ii. Many people learnt the skill of building
- iii. The railway promoted Kenya to know how to build their house

Advice to Teachers

Teachers should encourage and guide the students in the revision process as some topics are taken for granted

Question 19 b

Explain five problems encountered during the construction of the Kenya-Uganda railway

Weaknesses

- i. Man developed eating habits where they eat lions which were in Tsavo
- ii. There was samba eating menace
- iii. There was invasion by the Zimba people from the coast
- iv. They were attacked by the non-living

Advice to Teachers

Popular and well done by most candidates but wrong answers indicate that in some schools there are no textbooks or the teaching and testing is very poorly done.

Question 20 a

Give five grievances of Kikuyu Central Association which was presented by Jomo Kenyatta to the colonial Secretary in 1929.

Weaknesses:

- i. To stop the twin evils of slavery and slave trade
- ii. They called for land alienation
- iii. It supported Jomo Kenyatta

Advise to Teachers:

Teachers should expose the students to the different political genres in Kenya during and after the colonial period.

Question 20 b

Describe five roles played by Thomas Joseph Mboya in the development of trade union movement in Kenya.

Weaknesses:

- i. He introduced Kenya to the international trade warfare
- ii. He ordered people where trading was taking place
- iii. He struggled for Kenya to form multi-party with other leaders

Advice to Teachers:

This question was set (differently) in 2011 and candidates who revise their work effectively should have scored better. However, as the answer indicated above show, they did not!

Question 21 a

State five ways in which the government of Kenya has improved health services of its citizens since independence

Weaknesses:

- i. Draining of swamps which cause diseases like tsetse flies
- ii. Government supporting Kenyans with food during drought
- iii. Providing clean water and toilets

Advice to Teachers:

Effective revision and use of recommended textbooks

Question 21 b

Explain five factors which have undermined the provision of health services by the Government of Kenya

Weaknesses:

- i. Corruption where some people offer free services to others
- ii. Most hospitals do not have flowers in their compounds
- iii. The few doctors and nurses always need a lot of money

Advice to Teachers:

Use of discussion groups and effective revision as this question required knowledge of social issues in Kenya

SECTION C

Question 22 a

Give three circumstances in which one's right to life may be taken away

Weaknesses:

- i. When he has murdered many people e.g. Ocampo Six
- ii. One must be able to worship
- iii. Through registration, birth and naturalisation
- iv. When a woman has given birth in the womb

Advice to Teachers:

Teachers should strive to help the students distinguish between denial of rights to life and the right to citizenship.

Question 22 b

Explain six reasons why it is important to respect Human Rights

Weaknesses:

- i. The Policemen are jailed if they interfere with people
- ii. Because no one should be slaved
- iii. To obey God's command

Advice to Teachers:

Form One work should be revised regularly and also tested by the teachers.

Question 23 a

Give the composition of the Judicial Service Commission in Kenya

Weaknesses:

- i. Judicial Service Commission comprises MPs and the President
- ii. The Prime Minister and Vice President
- iii. Civil Servants and Ministers

Advice to Teachers:

Teachers are advised to expose the students on the concepts taught in the new course books based on the New Constitutional dispensation

Question 23 b

Describe five ways through which the independence of the judiciary is guaranteed in Kenya

Weaknesses:

- i. It is the Judiciary that makes the law
- ii. It amends the laws of Kenya
- iii. To punish law breakers.

Advice to Teachers:

Teachers are advised to let the students understand the topic effectively and need to encourage to access copies of the New Constitution

Question 24 a

Name three categories of the Kenya Defence Forces

Weaknesses:

- i. Kenya Land Forces, Kenya Marine and Kenya Airways
- ii. Sea Forces and Land Forces
- iii. Legislative Forces/Democratic Forces
- iv. Kenya Airways/Kenya Waterways
- v. ODM/KANU/NAC

Advice to Teachers:

Effective revision of the emerging issues and changes in governance in Kenya

Question 24 b

Explain six challenges faced by the Kenya Police in the course of discharging their duties

Weaknesses:

- i. Poor climatic conditions
- ii. The Police are lonely so they miss conjugal rights
- iii. Attacks by other countries which makes them fight always

Advice to Teachers:

Teachers should encourage the use of textbooks noting that this question and answers in the scheme appear in KLB Book 3

3.1.2 History & Government Paper 2 (311/2)

The performance of candidates in this paper slightly improved from a mean from the mean of mean of 32.32 and a standard deviation (SD) of 15.17 in 2011 to a mean of 35.31 and an SD of 16.47.

The popular question was number 24 (on the **Federal Government of the United States of America-U.S.A**). However, it was noted that though popular, some candidates gave points on *advantages* and not functions as was required by the question.

- 24 (a) Identify **three** categories of members of the Executive in the United States of America. (3 marks)
- (b) Describe **six** functions of the Federal Government of the United States of America. (12 marks)

The unpopular question was number 22 (on **French communes in Senegal** and the **British structure of colonial administration in Northern Nigeria**). The bright students were able to attempt the unpopular question and some got it right though generally the question was poorly performed.

- 22 (a) Name **three** communes which were established by the French in Senegal during the colonial period. (3 marks)
- (b) Describe the structure of the British Colonial administration in Northern Nigeria. (12 marks)

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 various topics.
- (iv) Teachers should desist from using unapproved revision materials/pamphlets and set standard tests for revision.
- (v) The teachers should teach their students to understand the rubric and adhere to it.
- (vi) The students should be exposed to current affairs and appreciate/embrace the spirit and contents of the new Constitution of Kenya (2010).
- (vii) Where applicable, teachers should organize and take students to important historical sites.
- (viii) Teachers should organize and participate in History seminars and symposia at district, county and national levels.
- (ix) Teachers should use charts and maps to teach certain concepts like trade.
- (x) Teachers and students alike 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 the examinations.