

### 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 **2013 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 **2013** 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: **2010, 2011, 2012 & 2013**

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

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2010	1		100	52.20	18.10
	2		100	39.55	15.65
	Overall	<b>225,510</b>	<b>200</b>	<b>91.49</b>	<b>32.47</b>
2011	1		100	51.38	17.00
	2		100	32.32	15.17
	Overall	<b>115,923</b>	<b>200</b>	<b>83.66</b>	<b>30.26</b>
2012	1		100	46.63	16.94
	2		100	35.31	16.47
	Overall	<b>293,172</b>	<b>200</b>	<b>81.90</b>	<b>31.69</b>
2013	1		100	55.67	18.97
	2		100	31.87	15.47
	Overall	<b>309,120</b>	<b>200</b>	<b>89.44</b>	<b>31.87</b>

From the table above, we deduce the following:

- The candidature increased from **293172** in **2012** to **309120** in **2013**.
- There was a marked improvement in the performance of paper **1 (311/1)** from a mean of **46.63** in **2012** to **55.67** in **2013 (+9.04)**. This big jump is largely due to the teachers’ and students’ continued appreciation of the new constitution and integration of the same in the teaching and learning process. It is also hoped that the advices given in the past series of backwash reports have contributed to this situation. Majority of schools had adequately covered the syllabus before the candidates sat the examination. County and district-based History and Government

symposia may also have positively affected performance in this paper.

- (iii) There was a drop in the performance of **paper 2 (311/2)** from a mean of **35.31** in **2012** to **31.87** in **2013 (-3.44)**. This drop was partly occasioned by candidates' continued lack of appreciation of themes in world history. For instance when the candidates in Question 24 (a) and (b) were asked on vice presidency and presidency of India, some responded by using the Kenyan situation.
- (iv) The big improvement in the performance of **311/1** and the drop in the improvement of **311/2** subsequently led to an improved overall mean of **89.44** and a standard deviation of **31.87**, compared to the mean of **81.90** and a standard deviation of **31.69** for **2012**.
- (v) The best performance over the four year period in consideration was in the year **2010** which had an overall subject mean of **91.49** and an SD of **32.47**.

### 3.1.2 History & Government Paper 1 (311/1)

The performance of candidates in this paper improved from a mean of **46.63** in **2012** to **55.67** in **2013 (+9.04)** and standard deviations of **16.94** and **18.97** respectively. It was noted that in 2013, the cohort made better choices of questions.

Unlike in previous years, there were **NO** questions which were either popular or unpopular with the candidates. The candidates across the board selected questions indiscriminatively.

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

#### SECTION A

**1. Requirements:** State **two** ways in which the study of History and Government promotes a sense of patriotism in the learner

##### **Weaknesses:**

- i. 50272084047 – Through building of schools.
- ii. 50272084024 – It enables a learner to relate well with others in the environment.
- iii. 50272076052 – The learner knows how law are making.

##### **Advise to Teachers:**

Teachers should ensure that students are effectively tested on the Form One syllabus and the students should have their notes

**2. Requirements:** Name the community in Kenya that belongs to the Southern Cushites



**Weaknesses:**

- i. 04911101004 – The Iraqi
- ii. 50272476058 – Rendile
- iii. 09920302002 - Gabbra

**Advise to Teachers:**

The Kenyan groups and communities should be thoroughly revised through teaching and testing

**3. Requirements:** State **two** political functions of the Oloibon among the Maasai during the 19th century  
**Weaknesses:**

- i. 50275857029 – He solved only political related issues
- ii. 50475326094 – He produced rain for the community
- iii. 50281860102 – He foretold the future for them

**Advise to Teachers:**

Focus on Kenyan communities during the pre-colonial period differentiating between the roles of the various political leaders. Some candidates were confusing this with that of the Orkoiyot.

**4. Requirements:** Give **two** ways through which knowledge in marine technology facilitated the coming of the early visitors to the Kenya coast

**Weaknesses:**

- i. 50475326017 – It opened the interior of Kenya
- ii. 50475348058 – They wanted to learn and identify types of fish in the Indian Ocean
- iii. 50272084007 – It facilities transport system and trading activities

**Advise to Teachers:**

Effective syllabus coverage on areas in Form One work

**5. Requirements:** Identify the town that was established by missionaries in Kenya as a centre for freed slaves during the 19th century.

**Weaknesses:**

- i. 04911101012 – Freetown
- ii. 50272442144 – Bagamoyo
- iii. 50275857020 – Nairobi

**Advise to Teachers:**

Many candidates failed this simple answer question because most spelt it as Freetown and not Freretown. Effective use of the chalkboard by the teachers is recommended.

**6. Requirements:** State two ways in which the National Accord and Reconciliation Act, 2008 affected the composition of the Government

**Weaknesses:**

- i. 50431768060 – It increased the number of MPs
- ii. 50431645012 – The settlement of IDPs took time because the TJRC was corrupt
- iii. 50431893012 – The government was divided into two i.e. County and National

**Advise to Teachers:**

Responses given by the candidates indicate failure by Teachers to revise this topic at all showing that it came as a surprise question to the students

**7. Requirements:** Give two reasons why the British government used the Imperial British East African Company (IBEAC) to administer its possessions in Kenya

**Weaknesses:**

- i. 50431893009 – It was successful in five communes in Senegal
- ii. 50275957043 – To collect taxes and protect Christian missionaries
- iii. 04911101009 – They wanted to explore

**Advise to Teachers:**

Expose the students to many different types of historical questions and exams

**8. Requirements:** Identify ways in which the results of the collaboration of the Maasai with the British was similar to that of the Wanga

**Weaknesses:**

- i. 10920401001 – They wanted to rule
- ii. 50272383025 – Both lost their land as it was taken by the British
- iii. 50426511015 – They introduced forced labour

**Advise to Teachers:**

Teachers are advised to avail copies of new Constitution in the school libraries for easy access and effectively cover the syllabus

**9. Requirements:** Give one way in which the construction of the Uganda speeded up the colonization of Kenya

**Weaknesses:**

- i. 50282099163 – Brought many troops and wars to Kenya
- ii. 50274800113 – Created free labour to Kenyans
- iii. 50431854002 – During construction the Portuguese realised a favourable climate

**Advise to Teachers:**

Teachers should differentiate to the students the various aspects of social, economic and political effects of the building of Kenya Uganda railway.

**10. Requirements:** Give the main political contribution of Christian Missionaries in Kenya during the struggle for independence up to 1939.

**Weaknesses:**

- i. 50491101014 – Wrote Bible translation to vernaculars
- ii. 50475326090 – They promoted education
- iii. 50475326095 – Kenya

**Advise to Teachers:**

Teachers should identify key players or groups in the struggle for independence in Kenya

**11. Requirements:** Name the first African to be appointed a Minister by the Colonial Government

**Weaknesses:**

- i. 50277932102 – Nelson Mandela

**3.1.3 History & Government Paper 2 (311/2)**

There was a drop in the performance of **paper 2 (311/2)** from a mean of **35.31** in **2012** to a mean of **31.87** in **2013 (-3.44)** and S.Ds of **16.47** and **15.47** respectively. This drop was partly occasioned by candidates' continued lack of appreciation of themes in world history.

*It is noteworthy that the performance of this paper has been quite poor compared to that of paper one (311/1) over a number of years.*

The popular questions were numbers 20, 22 and 24. **This was due to the straight forward nature of the questions.** However, it was noted that though popular, many candidates did not do well in these questions. Of particular interest is question number 24, where candidates were asked about vice presidency and presidency in India. Some candidates gave responses based on the Kenyan situation which was erroneous.



- 20 (a) Outline **five** European activities in Africa during the 19th century. (5 marks)
- (b) Explain **five** effects of the Mandinka resistance against the French invasion in the late 19th Century. (10 marks)
- 22 (a) State **three** similarities between the French and the British structure of administration in Africa during colonial period. (3 marks)
- (b) Explain **six** problems experienced by the French administration in Senegal. (12 marks)
- 24 (a) Identify **three** circumstances that may make the vice president assume presidency in India. (3 marks)
- (b) Explain **six** functions of the president in India. (12 marks)

The unpopular questions were numbers **19 and 23**. These questions were attempted by weak candidates, majority of whom just guessed the responses. As such, performance in these questions was generally poor.

- 19 (a) Identify **five** uses of coal during the Industrial Revolution in Europe. (5 marks)
- (b) Explain **five** effects of scientific inventions on medicine. (10 marks)
- 23 (a) State **three** ways in which the Government of the Democratic Republic of Congo (DRC) promoted the education of Africans after independence. (3 marks)
- (b) Explain **six** political challenges faced by the Democratic Republic of Congo (DRC) during the reign of Mobutu Sese Seko. (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 instead set their own standard tests for revision. Some of these revision materials have been known to mislead teachers and the learners. Moreover, teachers should use the recommended instructional materials rather than using revision materials.
- (v) Teachers should/sensitize teach their students to understand the rubric and adhere to it.
- (vi) Students should be exposed to themes in world history and appreciate/ embrace the history contents outside Kenya.

- (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.
- (x) Teachers should use charts and maps to teach certain concepts like trade and migration.
- (xi) 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.
- (xii) The Government through the Teachers Service Commission to employ more History and Government teachers; Ministry of Education through Directorate of Quality Assurance and Standards to enhance supervision of the instruction of the subject and teacher training institutions and universities to increase capacity to train more teachers of History and Government to supply sufficient workforce in our secondary schools.