

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 2014 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 2014 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: 2011, 2012, 2013 & 2014.

Table 9: Candidates’ Performance in History and Government for the last four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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	293,172	200	81.90	31.69
2013	1		100	55.67	18.97
	2		100	31.87	15.47
	Overall	309,120	200	89.44	31.87
2014	1		100	50.27	17.99
	2		100	57.41	18.33
	Overall	333,655	200	107.66	33.89

From the table above, we deduce the following:

- (i) The candidature increased from 309120 in 2013 to 333655 in 2014. This is an increase of 24,535 candidates. This is a clear indication that the candidature for History and Government as a subject has been increasing over the last couple of years.
- (ii) There was a drop in the performance of paper 1 (311/1) from a mean of 55.67 in 2013 to 50.27 in 2014 (-5.4).
- (iii) There was a marked improvement in the performance of paper 2 (311/2) from a mean of 31.87 in 2013 to 57.41 (+25.54). This big jump may be largely due to the teachers’ and students’ continued application of the advice given in the past series of backwash reports. County and district-based history symposia may also have positively affected performance in this paper.

- (iv) The drop in the performance of 311/1 and the huge positive improvement of 311/2 subsequently led to an improved overall subject mean of 107.66 and a standard deviation of 33.89, compared to the mean of 89.44 and a standard deviation of 31.87 for 2013.
- (v) The 2014 performance is the best over the four year period under review.

3.1.2 History & Government Paper 1 (311/1)

As mentioned earlier in this report, the performance of candidates in this paper dropped from a mean of 55.67 in 2013 to 50.27 in 2014 (-5.4) and standard deviations of 18.97 and respectively. 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:

Give two ways in which archaeologists identify a pre - historic site

Weaknesses:

- i. 50280011061 – Stone tablets and linguistics
- ii. 50277430025 – Age Sets and Age Groups
- iii. 50280128037 – Live of landmarks

Advice to Teachers:

Help learners know how to do effective revision and to appropriately use text books.

2. Requirements:

Identify one natural factor that caused the Abagusii to migrate from Mount Elgon before 1500 A.D.

Weaknesses:

- i. 50280169008 – Due to unnatural calamities
- ii. 50280128041 – Mount Elgon is an active volcanic mountain there were earthquakes
- iii. 50280128017 – Volcano eruptions

Advice to Teachers:

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

3. Requirements:

State the main factor that contributed to the growth of city-states along the Kenyan coast before 1500 A.D.

Weaknesses:

- i. 50273310057 – Due to the growth of kings and kingdoms e.g. Mali
- ii. 50277333018 – Search for good natural harbours
- iii. 50272460021 – The presence of railways and raw materials

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

4. Requirements:

Give one way in which the translation of the Bible into vernacular languages facilitated the spread Christianity in Kenya

Weaknesses:

- i. 50270004044 – Through development of churches
- ii. 50274639002 – It enhance easy communication with the Africans
- iii. 50273135063 – Through missionaries

Advice to Teachers:

The teachers should ensure that the learners are prepared thoroughly through the use of all skills.

5. Requirements:

Give one economic responsibility of a Kenyan citizen

Weaknesses:

- i. 50273074001 – Cultivation of once land
- ii. 50273074022 – Participate on debate in matters affecting them
- iii. 50273074015 – To ensure that all citizens are treated equally

Advice to Teachers:

When covering the syllabus, relevant sections of the Constitution and updated text books should be availed to both teachers and students.

6. Requirements:

Give one economic factor that promotes national unity in Kenya

Weaknesses:

- i. 50279928042 – Armed unity
- ii. 50279928027 – Industrialisation
- iii. 5028787006 – The national language

Advice to Teachers:

Teaching should emphasise on government especially the new Constitution

7. Requirements:

Identify one way in which elders resolve conflicts in the community

Weaknesses:

- i. 50279928042 – To obey rule of the community
- ii. 50280169004 – Religious action
- iii. 50274368052 – Thro being the enemies together and fighting

Advice to Teachers:

Teachers should revise Form One work knowing the candidates might have forgotten some concepts.

8. Requirements:

State two similar grievances of the Taita Hills Association and the Ukamba Members Association to the colonial government.

Weaknesses:

- i. 50279957009 – Both are held by a chairman
- ii. 50279928027 – Both were headed by elders
- iii. 50280169004 – They were associated with colonials

Advice to Teachers:

Effective use of textbooks by the teachers and not commercially generated books.

9. Requirements: Outline two ways in which the ex-soldiers of the Second World War contributed to the struggle for independence in Kenya.

Weaknesses:

- i. 50270392045 – Second world war was in Luo in Jamaica fointing on striyos
- ii. 50279928027 – They secured their county
- iii. 50274556014 – They were lost in the forest

Advice to Teachers:

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

10. Requirements:

What was the main contribution of Prof. Wangari Maathai to the development of Kenya?

Weaknesses:

- i. 50279926037 – She worn noble price
- ii. 50270004044 – She was with the second president
- iii. 50287807009 – Agro-foresting

Advice to Teachers:

Teachers should use a variety of textbooks and effective coverage of the syllabus.

11. Requirements:

State two functions of the Supreme Court in Kenya.

Weaknesses:

- i. 50277430021 – Approves the budget
- ii. 50279927009 – It gives law and order to be followed
- iii. 50270251031 – To punished criminals

Advice to Teachers:

Responses by candidates indicate responses from commercially generated books like High Flyer which

the students should avoid. Students should be exposed to symposia and examinations.

12. Requirements:

Give two qualifications that a person must fulfil in order to be allowed to register as a voter in Kenya.

Weaknesses:

- i. 50270570004 – A person must possess a voter card being registered at any centre
- ii. 50270392045 – They voter the President
- iii. 50270251026 – Voter card

Advice to Teachers:

Schools should ensure that the syllabus is covered effectively and use books approved by the KICD.

13. Requirements:

State two functions of the secretary to the cabinet in Kenya.

Weaknesses:

- i. 50273267054 – He/she is the head of the ministry
- ii. 50279928010 – To control the ministry allocated to him
- iii. 50270251037 – To ensure cabinet is running smoothly

Advice:

Teachers are advised to ensure efficient and effective clearance of the syllabus.

14. Requirements

Name the two branches of the national police service in Kenya.

Weaknesses:

- i. 50287807027 – National Intelligence Unit
- ii. 50277430021 – Kenyan Air force
- iii. 50277383063 – Judge

Advice to Teachers:

Effective teaching and testing is crucial in ensuring that the students have content.

15. Requirements:

Give one reason for the adoption of Harambee strategy in Kenya after independence.

Weaknesses:

- i. 50279928027 – For the remembrance of the national motto
- ii. 50287807026 – It strengthens one spirit of the country
- iii. 50277383063 – For peace and love

Advice to Teachers:

Philosophies are a topic that is well known and candidates should not give the irrelevant answers witnessed.

16. Requirements:

Identify two types of land ownership in Kenya.

Weaknesses:

- i. 50280213025 – Title deed ownership
- ii. 50277383063 – Consolidation and co-operatives
- iii. 50270270024 – The number of land

Advice to Teachers:

Should access KNEC reports on the conduct of marking with emphasis on recommended textbooks.

17. Requirements:

Give the main function of the Commission on Revenue Allocation in Kenya.

Weaknesses:

- i. 50280213025 – Collection of taxes
- ii. 50279914013 – To make the budget and planning for financial revenue
- iii. 50287807025 – To ensure that there is security in the country

Advice to Teacher:

Teachers should ensure effective syllabus coverage and proper topical revision.

SECTION B (45 MARKS)

18.

a. Requirements:

Identify the three Luo groups which migrated into Kenya during the pre-colonial period

Weaknesses:

- i. 50270060053 – Joker Joko, Joker Wino, and Joker Omoro
- ii. 50273365075 – Luo Suba
- iii. 50277039025 – The Oromo, Galla and Mijikenda
- iv. 50277163035 – Ugerya group and Ugoma group

Advice to Teachers:

Teachers should seriously revise and differentiate between the various migratory groups of the Kenya Communities.

b. Requirements:

Describe the political organisation of the Luo during the pre-colonial period.

Weaknesses:

- i. 50270249012 – Several clans joined together to form a large territory unity called 'owang'
- ii. 50275608022 – They were ruled by one of them whom they has chosen
- iii. 50278818065 – Males were circumcised by removal of teeth

Advice to Teachers:

Some candidates did not appear to understand the question. Teachers should strive to complete and revise the syllabus. Ensure that students have good notes.

19.

a. **Requirements:**

State three methods used by the British to establish colonial rule in Kenya

Weaknesses:

- i. 50271047019 – The use of iron work
- ii. 50297638020 – Assimilation Rule
- iii. 50278348007 – To be used as a slave to get fertile land
- iv. 50270131009 – Suggestion box method

Advice to Teachers:

Candidates failed to differentiate between colonial administration in Kenya and Establishment of Colonial rule and even confused Paper 1 topics and those of Paper 2. Teachers should use textbooks and provide proper notes.

b. **Requirements:**

Explain six problems experienced by the Imperial East Africa Company to establish colonial rule in Kenya

Weaknesses:

- i. 50273789003 – Attacks by wild animals
- ii. 50273789009 – People had been organised in one rule guided by their leaders
- iii. 50278366079 – By practicing slavery
- iv. 50278251017 – Through intermarrying

Advice to Teachers:

Teachers should help the students distinguish between emerging issues in Paper 1 and 2. Some candidates confused methods with examples of various treaties signed during the colonisation of the various parts of Africa.

20.

a. **Requirements:**

Give three reasons why Africans were put in reserves during the colonial period.

Weaknesses:

- i. 50295502066 – Africans could spread diseases
- ii. 50295359034 – The Africans lack capital to continue growing cash crops
- iii. 50295138018 – The Africa had no implements for their lands

Advice to Teachers:

Teachers should expose the students to the different social-economic and political genres in Kenya during the colonial period. Recommended adequate syllabus coverage and use of updated textbooks.

b. Requirements:

Explain six problems faced by Africans working for the European settlers during the colonial period.

Weaknesses:

- i. 55029558119 – Africans were forced to join the British army
- ii. 50295381020 – Africans were working like donkeys
- iii. 50295414067 – Devonshire which state that highlands reserved for whites only
- iv. 50295581078 – Some women were forced to work while they were pregnant

Advice to Teachers:

The teachers should prepare the students adequately and also observe the use of textbooks, symposia and joint exams.

21.

a. Requirements:

State three challenges that have undermined government efforts to eradicate illiteracy in Kenya since independence.

Weaknesses:

- i. 50277702047 – Unemployment
- ii. 50277557027 – Lack of equality
- iii. 50277662014 – Use of drugs
- iv. 50277662051 – Lack of interest to be educated

Advice to Teachers:

Effective revision and use of recommended textbooks.

b. Requirements:

Discuss the factors that have facilitated industrialisation in Kenya since independence.

Weaknesses:

- i. 50277557027 – There is lack of employment to many people
- ii. 50277657002 – There has been political stability for long time
- iii. 50277546017 – Technology increase use of computers has also led to expansion
- iv. 50277555017 – Availability of goods for ships

Advice to Teachers:

Emphasis once again is on the use of recommended textbooks, effective syllabus coverage and proper teaching, testing and revision.

SECTION C (30 MARKS)

22. a. Requirements:

State five decisions reached after the first Lancaster House Conference of 1960.

Weaknesses:

- i. 50280388009 – General elections in 1961
- ii. 50271771014 – Granting of self government in Kenya
- iii. 50276755062 – The British were to reduce the hut tax

Advice to Teachers:

Teachers should endeavour to teach the finer details of this topic focusing on the proposals.

b. Requirements:

Describe five main features of the Constitution

Weaknesses:

- i. 50279127062 – Sovereignty of people and supremacy
- ii. 50270237008 – It addressed the issue of government income and expenditure
- iii. 50274368014 – It ensures independence of the country

Advice to Teachers:

This question was poorly performed by candidates showing lack of effective preparedness and use of wrong textbooks.

23. a. Requirements: Give five reasons why human rights are important.

Weaknesses:

- i. 50278530062 – Rights inherited to human beings
- ii. 50276369153 – To equalise the people
- iii. 50278616115 – It creates respect among the people
- iv. 50751750051 – To acquire moral value

Advice to Teachers:

The teachers should make available the new constitution for reference as part of their teaching so that emerging issues like Human Rights are taught, tested and revised. These should include the recommended textbooks.

b. Requirements:

Explain five functions of the Kenya National Commission on Human Rights.

Weaknesses:

- i. 50276369153 – Teaches people human rights
- ii. 50278460026 – Confers honours on Persians who have been exploiting service to people
- iii. 50278422040 – It is their work to carry on a right and pass it to the citizens

- iv. 50276396088 – They promote law and order

Advice to Teachers:

Teachers are advised to complete the syllabus on time, make use of recommended textbooks and test the students in the various topics available.

24.

a. **Requirements:**

State five qualifications of a presidential candidate in Kenya.

Weaknesses:

- i. 50272356018 – You must be good for people
- ii. 50276428019 – Must be insane
- iii. 50276518024 – Must be married
- iv. 50282239037 – He/he should not be of sound mind (brain problem)

Advice to Teachers:

Encourage students to acquaint themselves with current affairs by reading newspapers and other forms of print and electronic media. Joint evaluations are also an effective method of assessing the students' abilities.

b. **Requirements:**

Explain five functions of the National Assembly in Kenya

Weaknesses:

- i. 50282313012 – They should sing the national anthem
- ii. 50288364016 – To sing the national assembly is good to sing the national assembly
- iii. 50288364015 – Assembly and British unity habits community without Africans (ABUHCA)

Advice to Teachers:

Teachers should encourage the use of textbooks noting that this question and answers in the scheme appear in KLB Book 3. The National Assembly is an interactive topic since a lot appears in the NEWS about it. Responses by candidates showed lack of preparedness and access to reading and revising materials.