3.1.3 History & Government Paper 2 (311/2)

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) with S.Ds of 15.47 and 18.33 respectively. 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 performance in 2014 is therefore a break from history of the subject since in many years it has not been registering dismal performance vis a vis paper one.

The popular questions were numbers 19, 20 and 22.

19  (a) Give three uses of electricity in Europe during the 19th Century. (3 marks)
    (b) Explain six factors which promoted industrial development in India. (12 marks)

20  (a) Outline three reasons why the policy of assimilation was easily applied in the four communes in Senegal. (3 marks)
    (b) Explain six effects of the British direct rule in Zimbabwe. (12 marks)

22  (a) Identify five main organs of the United Nations. (5 marks)
    (b) Explain five ways through which the United Nations promotes peace in the world. (10 marks)

The unpopular questions were numbers 21 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.

Some of the weaknesses noticed in the candidates’ work include:

Question 2

State two disadvantages of using caves as shelters by the early human beings during the Stone Age period. (2 marks)

Weakness.
Some learners could not distinguish between caves and houses.

Advice to teachers.
Take learners for sightseeing excursions in prehistoric sites.

Question 5

Outline one role that was played by the middlemen during the Trans-Atlantic Trade. (1 mark)

Weakness
Some candidates could not differentiate between Trans Saharan and Trans-Atlantic trade.

Advice to teachers
Clearly teach the two types of trade, drawing a demarcation between them.
Question 6
Give two benefits of the development of the railway transport in Europe during the 19th Century. (2 marks)

Weakness
Many candidates referred to the Kenya –Uganda railway; which was certainly erroneous, for it belongs to paper one.

Advice to teachers
Help the learners to appreciate the difference between paper 1 and 2 in terms of the content covered.

Question 8
State two ways in which the growth of the city of Cairo was influenced by the River Nile. (2 marks)

Weakness
Some candidates were unable to capture the time frame referred to in the question.

Advice to teachers
Teach using the KICD instructional syllabus as the guide.

Question 9
Identify one symbol of unity in the Shona Kingdom during the pre-colonial period. (1 mark)

Weakness
Some of the candidates confused between factors for unity and symbols of unity.

Advice to teachers
To stress the difference between the two terms/ concepts when teaching.

Question 14
State one economic problem that was experienced by the British colonialists in Nigeria. (1 mark)

Weakness
Some candidates confused among political, social and economic problems.

Advice to teachers
To help learners distinguish among the three problems.

Question 17
Give the main reason why the United States of America adopted the Marshall plan after the Second World War. (1 mark)

Weakness
Some candidates gave responses for prevention of the war and hence a clear indication of lack of understanding of the concept of Marshall Plan.
Advice to teachers
Give details of economic recovery plans.

Question 18b
(b) Explain six challenges faced by early humans in hunting and gathering activities. (12 marks)

Weakness
Many candidates gave responses on hunting only.

Advice to teachers
Emphasize on both hunting and gathering as they were somewhat inseparable at that point in human history.

Question 20
(a) Outline three reasons why the policy of assimilation was easily applied in the four communes in Senegal. (3 marks)

(b) Explain six effects of the British direct rule in Zimbabwe. (12 marks)

Weakness
Some candidates mentioned about the Kipande system practised in Kenya.

Advice to teachers
Emphasize the fact that in paper 1, the term Kipande is used while in paper 2 reference is made to pass laws; the two terms referring to identification documents.

Question 21
(a) State three political causes of instability in the Democratic Republic of Congo between 1960 and 1965. (3 marks)

(b) Describe six social developments that have taken place in Tanzania since independence. (12 marks)

Weakness
Some candidates did not consider the time frame indicated in the question and therefore gave responses that were not true considering the time/period specified.

Question 22b
(b) Explain five ways through which the United Nations promotes peace in the world. (10 marks)

Weakness
Most candidates stressed on other international bodies missing out on the point of peace keeping which was the main part of the question.
Advice to teachers
Teach the organizations citing the functional differences among them.

Question 23b

(b) Discuss five achievements of the Pan-African Movement. (10 marks)

Weakness
Some candidates had a problem with tenses, whereby they referred to Pan African Movement as if it were still in existence today.

Question 24a

(a) Give five responsibilities of the state government in the United States of America (5 marks)

Weakness
Many candidates talked about federal government as opposed to state government.

Advice to teachers
Help learners to differentiate the two types of governments.

Question 24b

(b) Explain five functions of the cabinet in India. (10 marks)

Weakness
Some candidates gave responses referring to the Kenyan situation.

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) The teachers should teach their students to understand the rubric and adhere to it.

(vi) The 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.

(ix) Teachers should use charts and maps to teach certain concepts like trade and migration.

(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.

(xi) The Government through the Teachers Service Commission to employ more History and Government teachers; Ministry of Education through Educational Standards and Quality Assurance Council to enhance supervision of the instruction of the subject.

(xii) Teacher training institutions and universities to increase capacity to train more teachers of History and Government to supply sufficient workforce in our secondary schools.