

11.0 HISTORY & GOVERNMENT

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 **2011 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 **2011** 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.

11.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years: **2008, 2009, 2010 and 2011.**

Table 22: Candidates’ Performance in History and Government for the last four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2008	1	184,823	100	36.20	16.96
	2		100	45.75	18.33
	Overall		200	81.92	33.57
2009	1	210,622	100	49.56	16.58
	2		100	42.20	16.14
	Overall		200	91.56	31.13
2010	1	225,510	100	52.20	18.10
	2		100	39.55	15.65
	Overall		200	91.49	32.47
2011	1	115,923	100	51.38	17.00
	2		100	32.32	15.17
	Overall		200	83.66	30.26

From the table above, the following can be deduced:

9.1.1 The candidature decreased from **225,510** in **2010** to **115,923** in **2011.**

9.1.2 There was a drop in performance in paper **1 (311/1)** from a mean of **52.20** in **2010** to **51.38** in **2011.**

There was a significant drop in performance in **paper 2 (311/2)** from a mean of **39.55** in **2010** to **32.32** in **2011**.

9.1.3 The drop in the performance of **papers 1& 2** subsequently led to a drop in the overall mean from **91.49** in **2010** to **83.66** in **2011**.

9.1.4 The best performance over the four year period was in the year **2009** which had an overall subject mean of **91.56**.

11.2 Paper 1 (311/1)

The performance of candidates in this paper slightly dropped from a mean of **52.20** and a standard deviation of **18.10** in the year **2010** to **51.38** and standard deviation of **17.00** in the year **2011**.

In this report, questions **18, 19, and 20(in Section B)** and **23&24 (in Section C)** were very popular with the candidates. This was because the topics were those commonly and widely tested areas.

- 18** (a) State **five** economic activities of the Borana during the pre-colonial period. (5 marks)
- (b) Describe the social organisation of the Maasai during the pre-colonial period. (10 marks)
- 19** (a) State **three** reasons for the coming of the Portuguese to the Kenyan Coast in the 15th Century. (3 marks)
- (b) Explain **six** effects of the Portuguese rule on the East African Coast. (12 marks)
- 20** (a) Identify **three** methods used by the British to establish their rule in Kenya. (3 marks)
- (b) Explain **six** results of the Nandi resistance against British occupation. (12 marks)

- 23 (a) Give **three** reasons why general elections are important in Kenya. (3 marks)
- (b) Explain **six** functions of the body incharge of elections in Kenya. (12 marks)
- 24 (a) Identify **three** social functions of local authorities. (3 marks)
- (b) Explain **six** challenges facing local authorities in Kenya. (12 marks)

However, **Question 22** was the most unpopular question. It seemed to confuse some candidates because of the use of the word 'civic.'

Question 22

- (a) State **three** circumstances that can make a Kenyan citizen to be denied the right to life. (3 marks)
- (b) Explain **six** civic responsibilities of a Kenyan citizen. (12 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.
- Teachers should also teach their students to distinguish between denial of rights to life and right to citizenship.
- Teachers should also emphasize on revising all classes' work and not ignoring Form One work.

SECTION A

Below are some examples of questions and the glaring mistakes that were noted in the candidates' works:

Question 1 Requirements

Give two unwritten sources of information on History and Government.

Weaknesses

- (i) Internet and Email
- (ii) Historical sites
- (iii) They used scrolls

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)

2. Requirements

What was the main cause for the migration of the Eastern Bantu from Shungwaya from the pre-colonial period?

Weaknesses

- (i) Non working
- (ii) Looking for land to cultivate
- (iii) Population of pressure

3. Requirements

Give two reasons why Kenyan communities fought against each other during the pre-colonial period

Weaknesses

- (i) They were ignorant among themselves
- (ii) Corruption and leadership
- (iii) They wanted to get independent and their land was alienated

4. Requirements

Identify the two main items of trade from the interior of Kenya during the long distance trade

Weaknesses

- (i) Animals and food
- (ii) The Trans Saharan trade
- (iii) Weapons and glassware

Advice to Teachers

Differences should be drawn between the trans Saharan trade, the long distance trade and the Indian Ocean trade and the various items of trade involved.

5. Requirements

Identify two contributions made by the early Christian missionaries in the field of education in Kenya.

Weaknesses

- (i) They contributed about 8-4-4 system
- (ii) The introduction of 8-4-4 system in Kenya
- (iii) Nyayo milk

Advice to Teachers

Teachers should make outstanding differences between the various groups of Christian missionaries who operated in Kenya during the pre-colonial period and colonial period

6. Requirements

Give the meaning of the term 'national integration'.

Weaknesses

- (i) National integration is the process of removing a country from others
- (ii) National integration is the process of being unique
- (iii) This is where the rule of corruption and Ministers is found

7. Requirements

What constitutional amendment made Kenya return to a multi-party state?

Weaknesses

- (i) The format of KANU
- (ii) PNU
- (iii) The Lennox Boyd Constitution

Advice to Teachers

Teachers should focus on the syllabus areas that touch on the advent of multi-party democracy and the various constitutional amendments associated with the period after 1990.

8. Requirements

Name the document which contains the rights of the child in Kenya

Weaknesses

- (i) Birth certificate
- (ii) The Juvenile Court
- (iii) Right of education, Right of Expression and Right of Survival.

9. Requirements

conomic benefits of the Kenya – Uganda railway during the colonial period.

Weaknesses

- (i) Lack of mechanics and poor processing of groups
- (ii) Good working relationship with Uganda
- (iii) More transportation of slaves

10. Requirements

Give two ways through which the white settlers acquired land in Kenya during the colonial period.

Weaknesses

- (i) Assimilation and Indirect Rule
- (ii) Through crapping of the land
- (iii) Through gifts they were given by the Kenyan people

Advice to Teachers

Differentiate between the colonial government and the white settlers in Kenya and their various roles in the colonisation process.

11. Requirements

State two problems faced by the trade union movement during the colonial period in Kenya

Weaknesses

- (i) Attacked by wild animals especially at night
- (ii) They were attacked by pirates of the sea
- (iii) Climate and security

Advice to Teachers

Teachers should differentiate between trade as an economic activity and the trade unions especially in Kenya during the colonial period.

12. Requirements

State one change introduced by the Lyttleton Constitution of 1954 that benefited the Africans in the struggle for independence.

Weaknesses

- (i) Lyttleton introduced weapons to Africans to fight for independence
- (ii) They used their wives
- (iii) Distribution of guns

13. Requirements

What was the main contribution of Thomas Joseph Mboya to the history of Kenya?

Weaknesses

- (i) Building schools and hospitals
- (ii) He found more fossils in Kenya
- (iii) He was against the release of Jomo Kenyatta from jail

14. Requirements

State the main function of Parliament in Kenya.

Weaknesses

- (i) To make the constitution
- (ii) To make sure that rights are not misused
- (iii) To implement rules and laws of Kenya

Advice to Teachers

Teachers should differentiate between the terms *making* and *amending* which according to the responses of some candidates appeared to have the same meaning.

15. Requirements

Give one member of the AEMO at its inception in 1957.

Weaknesses

- (i) Kwame Nkurumah of Ghana
- (ii) Germany
- (iii) Julius Nyerere

Advice to Teachers

The various abbreviations and acronyms in the syllabus should be availed to the candidates noting that they may be tested.

16. Requirements

Name the education commission that recommended the introduction of the 8-4-4 system of education in Kenya.

Weaknesses

- (i) KUPPET
- (ii) Free Education Commission
- (iii) From CPE and KCPE

Advice to Teachers

Teachers should effectively cover the syllabus including some items and areas which are may be ignored by the students while in the process of their revision.

17. Requirements

Give two external sources of Government revenue in Kenya

Weaknesses

- (i) To look for criminals
- (ii) Bribes is an external source of government revenue
- (iii) Fires and corruption

Advice to Teacher

Teachers should clearly explain the differences between internal and external sources of revenue.

SECTION B

18. (a) Requirements

State five economic activities of the Borana during the pre-colonial period

Weaknesses

- (i) Escape from diseases and epidemics
- (ii) They dug wells and built schools
- (iii) Nyasaye; Mwari

Advice to Teachers

Teachers should include as part of their teaching and testing the differences existing between the social-economic-political activities of Kenyan communities in the pre-colonial era (C. 19th Century)

(b) Requirements

Describe the social organisation of the Maasai during the pre-colonial period

Weaknesses

- (i) They traded with their neighbours
- (ii) The Maasai were always busy
- (iii) The Moran ate meat and drank milk and also chewed skins

Advice to Teachers

Teachers should help candidates differentiate between social, economic and political organisation of the Kenyan communities in the pre-colonial period.

19. Requirements

State three reasons for the coming of the Portuguese to the Kenyan Coast in the 15th Century

Weaknesses

- (i) They wanted to introduce forced labour in Kenya
- (ii) The Portuguese came due to the invasion of iron working
- (iii) They came to settle surplus population

Advice to Teachers

Teachers should lay emphasis on the scramble and partition of Africa and differentiate with the coming of the Portuguese

20. Requirements

Explain six effects of the Portuguese rule on the East African Coast

Weaknesses

- (i) The Portuguese led to forced labour
- (ii) They led to development of transport and communication
- (iii) They led to bad weather conditions

Advice to Teachers

The teachers should differentiate between the coming of the Portuguese and the migration and settlement of Kenyan communities.

21. Requirements

Identify three methods used by the British to establish their rule in Kenya

Weaknesses

- (i) Use of Indirect Rule and led to introduction of forced labour

- (ii) By use of Imperial British Company and local rulers
- (iii) they used assimilation
- (iv) Use of tribunal and rules

Advise to Teachers

Teachers should distinguish between colonial methods of administration and methods used to get African territories.

Requirements

Explain six results of the Nandi resistance against British occupation

Weaknesses

- (i) Discrimination by those who collaborated with the British
- (ii) Nandi remained independent without any conflict among themselves
- (iii) The British requested for reinforcement from the other stations
- (iv) Led to poor living standards of the Nandi

Advice to Teachers

Teachers should strive to stress on differences between why the British succeeded in the conquest of the Nandi and the results.

21. Requirements

State five demands made by the East African Association (EAA) to the British Colonial Government in Kenya.

Weaknesses

- (i) The equal right of all people
- (ii) To have a common market
- (iii) Appointment of a paramount chief for the Agikuyu

Advice to Teachers

The teachers should explain to the students the differences between the factors that promoted African nationalism and African grievances against the Colonial Government.

Requirements

Explain factors that promoted the rise of African Nationalism in Kenya after 1945

Weaknesses

- (i) Introduction of the Kipande System
- (ii) Heavy taxation which left the people with large balances of debts
- (iii) The Europeans undermined African culture of circumcision
- (iv) Slave trade – the Africans did not want to lose their people

Advice to Teachers

The teachers should deal with factors that led to the formation of the early political organisations and the effects of their activities

SECTION C

22. Requirements

State three circumstances that can make a Kenyan citizen to be denied the right to life

Weaknesses

- (i) When he/she has dangerous gadget
- (ii) When a citizen has been jailed for more than 6 – 8 years
- (iii) When commits suicide

Advice to Teachers

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

23. Requirements:

Explain six civic responsibilities of a Kenyan citizen

Weaknesses

- (i) A woman and a man of full age without any limitation
- (ii) If one is found committing adultery
- (iii) They must have an identity card

23. Requirements

Give three reasons why general elections are important in Kenya

Weaknesses

- (i) Controls sources of government revenue
- (ii) When the President dies
- (iii) Declares when a seat is vacant

Advice

Teachers should ensure that the students are made aware of the differences in the roles of Electoral Commission from that of Parliament

24. Requirements

Explain six functions of the body in charge of elections in Kenya

Weaknesses

- (i) Making the Constitution
- (ii) It dissolves the Parliament
- (iii) It brings people together as one unity

25. Requirements

Identify three social functions of Local Authorities.

Weaknesses

- (i) Encouraging citizens to start their own age-set and groups
- (ii) They should treat people equally
- (iii) Links the coast of Africa

Requirements

Explain six challenges facing Local Authorities in Kenya

Weaknesses

- Provision of public bus
- (i) They have poor salaries that affect their families
 - (ii) City Council and Town Council

11.3 Paper 2 (311/2)

The performance of candidates in this paper declined from a mean from the mean of **39.55** with a standard deviation of **15.65** in the year **2010** to the mean of **32.32** and a standard deviation of **15.17** in **2011**.

The popular questions were numbers **19, 20**(on the **Trans-Atlantic trade**) and **22** (on **Kabaka & the Shona**).

However, it was noted that though popular with the students, questions **19** and **22** were poorly performed.

This was because the candidates gave very general responses instead of giving specific answers to the given questions.

The bright students were able to attempt the unpopular questions and got them right. This was due to the fact that they were well enlightened than the weak candidates.

GENERAL ADVICE TO TEACHERS

- Teachers should effectively cover the syllabus within the time allocated.
- Teachers should desist from using unapproved revision materials/pamphlets and set standard tests for revision.
- The teachers should teach their students to understand the rubric and adhere to it.
- The students should be exposed to current affairs.
- Where applicable, teachers should teach specific case studies as a topic and not as a block.
- Teachers should organize and participate in History seminars and symposia at county and national levels.
- Teachers should advise their students on how to distinguish effects of certain historical events (like slave trade) on **Africans** and on the **outer world**.
- Case studies should also be taught for instance Shona, Buganda and Asante.
- 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.