

3.0 PART ONE: ANALYSIS OF DIFFICULT QUESTIONS

3.1 HISTORY & GOVERNMENT (311)

In 2018, KCSE History and Government assessed 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 analyzes the performance of candidates in the year 2018 History and Government examination papers, paying special attention to the poorly performed items. It looks at what the questions tested; the candidates’ weaknesses and where possible, advice to History and Government teachers with the aim of improving future performance in the subject.

3.1 CANDIDATES’ GENERAL PERFORMANCE

The Table below shows performance of candidates in History and Government (311) over a period of four years: 2015, 2016, 2017 & 2018.

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

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2015	1		100	51.23	17.84
	2		100	52.21	22.44
	Overall	360,289	200	103.42	37.20
2016	1		100	45.28	20.46
	2		100	40.39	20.48
	Overall	394086	200	85.63	39.12
2017	1		100	33.74	17.18
	2		100	47.95	17.34
	Overall	421,311	200	81.67	32.91
2018	1		100	45.73	19.30
	2		100	36.68	19.79
	Overall	458,230	200	82.41	39.09

From the table above, we deduce the following:

- The candidature increased from 421316 in 2017 to 458372 in 2018. This is an increase of 37056 candidates. This reveals that the candidature for History and Government has been growing consistently over the last several of years.
- The subject mean dropped slightly from 40.84 in 2017 to 40.19 in 2018, meaning that the overall performance of History and Government last year *slightly dropped* compared to the previous year.
- There was a marked improvement in the performance of Paper 1 (311/1) from a mean of 33.74 in 2017 to 45.73 (+11.99) in 2018. This may be attributed to the teachers’ and students’ continued application of the advice given in the past series of Feedback Reports. County

and Sub-County-based history symposia may also have positively affected performance in this paper. It is also evident that the content on the Kenya Constitution (2010) is now totally entrenched in the teachers' instructional practice; translating to learners' ability to handle questions from those content areas.

- iv) There was a major drop in the performance of Paper 2 (311/2) from a mean of **47.95** in 2017 to **36.68 (-11.27)** in 2018. Content on Themes in World History has continually posed challenges to candidates and thus the performance in this paper has not been consistent.
- v) So far, the 2017 performance is the **lowest** over the *four year* period under review.

3.1.2 History & Government Paper 1 (311/1)

Candidates' performance in this paper significantly improved from a mean of **33.74** and a Standard Deviation of **17.18** in 2017 to **45.73** and a Standard Deviation of **19.30** in 2018. This translates into an improvement index of **(+11.99)**

Question 18 was reported by examiners to have been **most popular** with the candidates. It tested on Kenyan communities, a topic in the Form One syllabus. It is likely that most learners are familiar with this topic.

The most popular question

- 18 (a) State **five** reasons that led to the migration of the Luo from their original homeland into the present day Kenya. (5 marks)
- (b) Describe **five** aspects of the social organization of the Agikuyu in the 19th Century. (10 marks)

On the other hand, **question 21** was reported as unpopular, although the bright candidates who attempted it fared well.

The most unpopular question

- 21 (a) Give **five** political contributions by Ronald Ngala. (5marks.)
- (b) Discuss **five** reasons that led to the emergence of independent churches and schools in Kenya during the colonial period. (10 marks.)

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

Question no 2.

Requirements: To name the largest language group in Kenya.

Expected Responses:

The Bantu.

Weaknesses: Some wrong responses given were:

Joka Jok.

Advice to Teachers:

Help the students to differentiate between *language groups* and the concept of *sub-tribes/sub-groups*.

Question no. 3

Requirements: To give two sub-groups among the Mijikenda.

Expected Responses:

- (i) Kauma
- (ii) Giriama
- (iii) Duruma
- (iv) Chonyi
- (v) Jibania
- (vi) Kambe
- (vii) Ribe
- (viii) Rabai
- (ix) Digo

Weaknesses: Some wrong responses given were:

- Tuaregs.
- Ngoni.

Advice to teachers:

Help the students to differentiate between Kenyan communities and those from other parts of Africa/world.

Question no 4

Requirements: Highlight one way of becoming a Kenyan citizen.

Expected Response:

- (i) By birth.
- (ii) By registration.

Weaknesses: Some wrong responses given were:

- Naturalization.

Advice to Teachers:

Use of updated text book/reference materials, which are based on the Constitution of Kenya 2010.

Question no 5

Requirements: Identify two activities that promote national unity in Kenya.

Expected Responses:

- (i) Agricultural shows/trade fairs.
- (ii) Games and sports.
- (iii) National holidays

Weaknesses: Some wrong responses given were:

- Mediation.
- Negotiations.

Advice to Teachers:

Help the students to differentiate between activities that promote national unity in Kenya and the peaceful ways of resolving conflicts in Kenya.

Question no 6

Requirements: Factors which were responsible for the rise of Nairobi as an urban centre.

Expected Responses:

- (i) It had good climate/cool temperatures.
- (ii) The presence of water/Nairobi River.
- (iii) It had level ground/flat terrain.

Weaknesses: Some wrong responses given were:

- Outbreak of diseases and natural calamity such as drought.

Question no 7

Requirements: Give two types of constitution.

Expected Responses:

- (i) Written constitution.
- (ii) Unwritten constitution.

Weaknesses: Some wrong responses given were:

- Social constitution.
- Political constitution.

Question no 8

Requirements: State two types of democracy.

Expected Responses:

- (i) Constitutional/liberal.
- (ii) Direct/pure.
- (iii) Indirect/responsive.

Weaknesses: Some wrong responses given were:

- Complete democracy.
- Dictatorial democracy.

Question no .9

Requirements: Name the leader of the Wanga who collaborated with the British.

Expected Response:

-Nabongo Mumia.

Weaknesses: Some wrong responses given were:

-Kinjeketile Ngwale.

-Kabaka Mutesa.

Advice to Teachers:

-Assist learners to appreciate the different content areas covered in both *papers one and two* without mixing them up.

-Effective teaching bringing a distinction between collaboration and resistance.

Question no 11

Requirements: Name **two** groups which were involved in the provision of education services in Kenya during the colonial period.

Expected Responses:

(i) Christian missionaries.

(ii) Colonial government.

(iii) Asians.

(iv) Africans.

Weaknesses: Some wrong responses given were:

-Parents.

-Teachers.

Question no 13

Requirements: Give **two** national philosophies in Kenya.

Expected Responses:

(i) African Socialism.

(ii) Harambee.

(iii) Nyayoism.

Some wrong responses given were:

-National museum

-Maasai Mara.

Advice to Teachers:

Adequate syllabus coverage.

Question no 16

Requirements: Identify the political party formed in 1960 to champion the interest of the minority groups in Kenya.

Expected Response:

- Kenya African Democratic Union (KADU).

Some wrong responses given were:

- NARC.
- Multi-party.

Advice to Teachers:

Adequate syllabus coverage.

Question no 17.

Requirements: The categories of the elected members of the National Assembly.

Expected Responses:

- (i) Constituency Representatives/Members of Parliament.
- (ii) Women Representatives.

Some wrong responses given were:

- KDF
- The Council of elders.
- Judiciary.

Advice to Teachers:

Adequate syllabus coverage.

Question no 18 (a)

Requirements: State five reasons that led to the migration of the Luo from their original homeland into the present day Kenya.

Expected Responses:

- (i) Due to drought/famine.
- (ii) Due to spirit of adventure.
- (iii) Due to population pressure.
- (iv) Due to internal conflicts/feuds.
- (v) Due to outbreak of diseases/epidemics.
- (vi) They were searching for better fishing grounds.

Weaknesses: Some wrong responses given were:

- They escape from wild animals.
- Looking for slaves.
- Looking for sea route to India.
- They wanted to intermarry.

Question no 18 (b)

Requirements: Describe five aspects of the social organization of the Agikuyu in the 19th Century.

Expected Responses:

- (i) They had a family which was the smallest unit headed by a father.
- (ii) They had clans made up of several families who shared a common ancestry.
- (iii) They had initiation for boys and girls/circumcision which was a right of passage from

- childhood to adulthood.
- (iv) They had age-set system/*riika*, which was composed of people initiated at the same time.
 - (v) They believed in the existence of one God, *Ngai* whom they believed to dwell on Mt. Kirinyaga (Kenya).
 - (vi) They had diviners who used to interpret God's message to the people.
 - (vii) They had medicinemen/*mundu mugo/ andu ago* whose main role was to cure sick members of the community.
 - (viii) They had designated worship places mainly under *mugumo* tree which operated as shrines/where they offered sacrifices.
 - (ix) They believed in the existence of ancestral spirits whom they honored by pouring libation so as to appease them.

Weaknesses: Some wrong responses given were:

- Had their council of elders.
- Growing crops.
- They fight white people so that they can get independence.

Advice to Teachers:

Help the learners appreciate the difference among the political, social and economic organization of Kenyan communities.

Question no 19 (b)

Requirements: Explain five effects of Christian missionary activities in Kenya.

Expected Responses:

- a) Explain five effects of Christian missionary activities in Kenya.
 - (i) African culture/practices like polygamy changed with Africans adopting monogamy.
 - (ii) Western education/civilization spread with the opening up of schools like Alliance High School/Maseno which were centres for the spread of formal education.
 - (iii) Christianity spread broadly resulting into some Africans abandoning their traditional religious beliefs/practices.
 - (iv) Mission education created jobs among the educated thus creating gap/major difference between those who were schooled and the illiterate.
 - (v) They built hospitals/dispensaries, which ensured provision of medical services.
 - (vi) They resulted to the development of agricultural/technical skills by training Africans in industrial skills/carpentry/masonry/introduced new farming methods.
 - (vii) They led to the formation of independent churches and schools to accommodate Africans whose children could not be admitted/accepted in mission schools.
 - (viii) They led to the abolition of slave trade/establishment of freed slave centres such as Freetown near Mombasa.
 - (ix) They promoted exploration of East Africa as they discovered mountains, lakes/drew maps of the region, which assisted latter explorers.
 - (x) They contributed to the promotion of imperialism as missionaries opened the way for the colonialism to come and rule Kenya/the flag followed the cross.
 - (xi) African representation was boosted as missionaries were allowed to represent their interest in the Legislative Council (LegCo)/ Devonshire White Paper of 1923.

Weaknesses: Some wrong responses given were:

- Language barrier.
- Transport problem.
- Lack of trade.
- Christians must follow rules.
- Christian should be good examples.

Advice to teachers.

Teachers are advised to help the candidates to differentiate between challenges and effects of missionary work.

Question no 22 (a)

Requirements: Name **three** categories of members who make a County Assembly in Kenya.

Expected Responses:

- (i) Elected ward representatives/MCAs).
- (ii) Nominated members.
- (iii) The Speaker who is ex-officio.

Weaknesses: Some wrong responses given were:

- Chief Justice.
- The President.
- Civil servant.
- Governor.
- Attorney General.
- Uganda.
- Rwanda.
- The National Flag.
- The National Anthem.
- The budget.

Advice to teachers.

Teachers are advised to ensure effective coverage of the syllabus.

Question no 23 (a)

Requirements: State **three** reasons why the independence of the Judiciary is important in Kenya.

Expected Responses:

- (i) It helps in the provision of services efficiently/effectively.
- (ii) It safeguards itself from abuse by the Legislature/ Executive.
- (iii) It enables the courts to interpret the law without fear, favour or pressure/any form of influence.
- (iv) It is the basis of the Rule of Law.
- (v) It ensures people enjoy their rights/freedoms.

Weaknesses: Some wrong responses given were:

- It makes law which protects the citizens.
- They provide security.

- It appoints the parliament speaker.
- Implements law.

Advice to teachers.

- Teachers are advised to ensure effective clearance of the syllabus.
- Highlight on the concept of the separation of powers.

Question 24 (a)

Requirements: State **three** roles of the Commission on Revenue Allocation (C.R.A.).

Expected Responses:

- Making recommendations concerning basis for equitable sharing of resources.
- Making recommendations on matters concerning the financing of/financial management by County governments.
- To define/enhance the revenue sources of the National and County Governments.
- To encourage fiscal/ financial responsibility.

To determine/publish/regularly review policy which sets out criteria for identifying the marginalized areas.

Weaknesses: Some wrong responses given were:

- They offer protection.
- Taxing the Government workers as they earn.
- CRA increase or decrease the revenue.
- Signing treaties.
- They help lower the price of goods in the markets.

Advice to teachers.

- Teachers are advised to ensure effective clearance of the syllabus.
- Highlight on the difference between Kenya Revenue Authority (KRA) and Commission on Revenue Allocation (CRA).

3.1.3 History & Government Paper 2 (311/2)

There was a big drop in candidates' performance in Paper 2 (311/2) from a mean of **47.95 in 2017 to 36.68 (-11.27)** with Standard Deviations (S.Ds) of **17.34** and **19.79** respectively.

It is noteworthy that performance in this Paper has been quite poor compared to that of Paper one (311/1) over a number of years. However, this changed in 2017 where performance in this paper was far better than that of 311/1. Indeed, this was an isolated case.

Analysis on some questions show some weaknesses and the necessary advice to teachers.

During marking, examiners reported that question numbers **18, 19 and 20** were popular with the candidates.

The popular questions:

- 18 (a) Highlight **five** changes which marked the Agrarian Revolution in Britain. (5 marks.)
(b) Discuss **five** effects of the Agrarian Revolution in the United States of America. (10 marks)
- 19 (a) Highlight **five** effects of scientific inventions on medicine. (5 marks)
(b) Describe **five** factors which have influenced industrialization in India. (10 marks)
- 20 (a) State **five** functions of the ancient city of Athens. (5 marks)
(b) Describe **five** challenges experienced in the City of Johannesburg. (10 marks)

On the other hand, **question 23** was reported to have been unpopular.

The unpopular question.

- 23 (a) State **three** ways in which terrorism is a threat to international peace. (3 marks)
(b) Describe **six** achievements of Non-Aligned Movement since its formation. (12 marks)

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

Question no.5

Requirements: Outline **two** factors, which facilitated the spread of iron working technology in Africa during the ancient times.

Expected Responses:

- (i) It spread through warfare.
- (ii) Through giving/receiving of gifts.
- (iii) Through Bantu migration.
- (iv) Through trade.

Weaknesses in Candidates responses:

Some of the candidates' responses were on the *effects* of iron working technology rather than the *factors*, which helped in the spread of the technology.

Advice to teachers.

Assist learners to appreciate and be keen on the specific task(s) demanded by the test items.

Question no. 9

Requirements: Identify **one** economic factor, which contributed to the collapse of the East African Community in 1977.

Expected Responses:

- (i) The belief/perception that Kenya was benefiting more than the other members.
- (ii) Inadequate funds/capital to finance industrial development.
- (iii) Unfavourable trade tariffs.

Weaknesses in Candidates responses:

Some could not differentiate among the social, political and economic factors concerning East African Community.

Others could not differentiate the first East African Community and the current one, which was formed in 2001.

Advice to teachers.

Adequate teaching of the topic, helping the students to differentiate these aspects.

Question no. 21(a) Requirements: State five factors which influenced the British to use indirect rule in Northern Nigeria.

Expected Responses:

- (i) It was cheap/cost-effective method of administration.
- (ii) The existence of an elaborate system of government/administration.
- (iii) They did not want to stir up African resistance.
- (iv) The system had succeeded in other parts of the world/India/Uganda.
- (v) The British lacked enough personnel to administer the vast territory.
- (vi) Poor transport/communication infrastructure.

Weaknesses in Candidates responses.

Some of them could not distinguish between direct and indirect rule.

Advice to teachers.

-Effective syllabus coverage.

Question no. 23(a)

Requirements: State three ways in which terrorism is a threat to international peace.

Expected Responses:

- (i) It engages in money laundering.
- (ii) It causes loss of life/destruction of property.
- (iii) It engages in piracy.
- (iv) It destabilizes governments.
- (v) It causes proliferation of arms.
- (vi) It makes/improvises deadly/weapons/arms of mass destruction.
- (vii) It engages in propaganda/threat/causes panic.

Weaknesses in Candidates responses.

Many candidates could not answer this question correctly, which is an indication that the concept of terrorism is remote to majority of them.

Advice to teachers.

Touch on current affairs and emerging issues as they teach History and Government.

3.1.4 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 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 sensitize their learners on how to handle application questions.
- 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 for purposes of seeing 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) History and Government should read other resource materials like newspapers, journals and magazines besides the course books so as to broaden their knowledge on the subject.