

9.0 HISTORY AND GOVERNMENT (311)

History and Government equips students with adequate knowledge that enhances their understanding of social, economical and political developments of the world. Students are expected to relate this information to the Kenyan situation. The year **2008 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)* is on the “*Themes in World History and Government*”. This report analyses the performance of candidates in the year 2008 History and Government examination paper paying special attention to the poorly performed items. It looks at what the questions tested, the candidates’ weaknesses, possible reasons for their poor performance and gives advice to History and Government teachers with the aim of improving future performance in the subject.

9.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years: 2005, 2006, 2007 and 2008.

Table 14: Candidates’ Performance in History and Government for the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2005	1		100	56.71	19.76
	2		100	45.81	19.88
	Overall	142,924	200	102.51	38.00
2006	1		100	59.16	19.55
	2		100	42.23	17.74
	Overall	143,400	200	101.38	35.00
2007	1		100	48.04	18.60
	2		100	53.82	20.19
	Overall	165,844	200	101.85	36.00
2008	1		100	36.20	16.96
	2		100	45.75	18.33
	Overall	184,823	200	81.92	33.57

From the table above, the following can be deduced:

- 9.1.1 The candidature in the subject has continued to grow over the years.
- 9.1.2 The performance in both papers dropped as shown by the means of **36.20** and **45.75** in *papers 1 (311/1)* and *2 (311/2)* respectively. Of particular significance is *paper 1 (311/1)* which dropped by **11.84** points from a mean of **48.04** in the year 2007 to a mean of **36.20** in the year 2008.
- 9.1.3 The drop in the mean of *paper 1 (311/1)* affected the overall mean of the subject adversely. In the year **2007** it was **101.85** while in the year **2008** it dropped to **81.92**.

Questions which were poorly performed by the candidates are discussed below:

9.2 PAPER I (311/1)

The performance of candidates in this paper declined from a mean of **48.04** in the year **2007** to **36.20** in the year **2008**. For the sake of this report *questions 21(a)* and *24(a)* which were challenging to most candidates will be discussed.

Question 21 (a)

State **five** reasons why the government of Kenya adopted the Sessional Paper No. 10 of 1965.

Candidates were expected to give reasons why the government of Kenya adopted Sessional Paper No. 1 of 1965.

Weaknesses

A good number of candidates gave irrelevant responses which included *“To promote local authorities, City Council and towns”* *“this is spoilage of trees in Kenya”*, *“to manufacture books for Kenya”*, *“ to Preserve global World peace”*, etc.

Expected Responses

- To ensure equal opportunities for all citizens.
- To provide democracy.
- To ensure that resources are used for the benefit of society and its members.
- To encourage various forms of ownership of property.
- To promote freedom of conscience and human dignity.

Advice to Teachers

The various wrong responses given by candidates point at inadequate or poor tuition and poor syllabus coverage. Teachers need to ensure that all topics in the syllabus are thoroughly taught. Candidates need to carry out revision before sitting for this examination.

Question 24 (a)

Identify **five** requirements in the constitution making process.

Requirements

Candidates were to spell out the requirements in the constitution making process.

Weaknesses

Candidates came up with irrelevant answers such as *“First reading”*, *“Committee stage”* and *“report stage”*, *“Requires a person above thirty five years”*, *“The law making process”*, *“The Bible”* *“geographical factor”* and *“historical factor”*.

Expected Responses

- Provision of Civic education.
- Collecting views from the public.
- Drafting the constitution.
- The draft constitution is published for the public/disseminated.
- The Review commission holds public hearings in all the areas for further recommendations.
- Convening of a national constitutional conference to amend or reject the recommendations.
- The agreed upon issues are re-drafted and presented to the Attorney General by the Review commission.

Advice to Teachers

The constitution has been a common topic in the media houses for nearly three years. Teachers need to spice their teaching with current affairs. Candidates should read widely and be in contact with current affairs that make this topic up to date.

9.3 GENERAL COMMENTS

9.3.1 There should be effective coverage of the syllabus as well as its completion.

- 9.3.2 Teachers need to have regular and effective testing.
- 9.3.3 Teachers should set standard examinations and desist from procuring commercially produced examinations.
- 9.3.4 Teachers should expose students to current affairs through reading, listening to news and participating in debates.
- 9.3.5 Teachers should make use of group activities and class discussions and symposia.
- 9.3.6 Teachers should train student to stick to the rubric and encourage them to think before attempting questions.

9.4 PAPER 2 (311/2)

The syllabus coverage in this paper was up to standard. Questions from forms 1 to 4 were set and all the cognitive skills of testing were incorporated. *Questions 8, 12 and 23 (b)* gave challenges to the candidates and will be discussed here below.

Question 8

What is the meaning of the term “Urbanisation”.

Candidates were expected to give the meaning of the term “*urbanization*” from the Historical point of view.

Weaknesses

Many candidates described rural-urban migration.

Expected Response

It is the concentration of people in certain places which grow large to be called towns/cities.

Advice to Teachers

Teachers should assist candidates in getting the terminologies used in the subject correct.

Question 12

Identify the European power that took over the administration of Tanganyika after the First World War.

Candidates were expected to know who administered Tanganyika after the 1st World War.

Weaknesses

Most candidates lacked specific knowledge that showed that the administration of Tanganyika was transferred to Britain from Germany after the later was defeated in the war.

Expected Response

Britain.

Advice to Teachers

There is need to teach the facts that assist the candidates to answer certain questions as the one above.

Question 23(b)

Explain five differences between the Organisation of African Unity and the African Union.

Weaknesses

This question posed a major challenge to the few candidates who attempted it, perhaps due to lack of information on both organizations.

Expected Responses

- The structure of the African Union is more elaborate than that of the Organisation of African Unity/The African Union has more organs than the organization of African Unity.
- African Union unlike the Organization of African Unity has mandate to intervene in the internal affairs of member states who violate human rights.
- African Union has an accountability mechanism/the African Peer Review Mechanism while the Organisation of African Unity lacked it.
- The African Union has proposed the creation of a standing army whereas the Organisation of African Unity did not think of it.

Advice to Teachers

Teachers should cover the syllabus adequately and guide candidates on how to answer questions concerning comparisons.

9.5 GENERAL COMMENTS

The performance of candidates in the papers in this subject needs to be improved. This year's performance especially in *paper 1 (311/1)* was dismal. As mentioned in previous reports there is need to ensure the following is adhered to:-

- 9.5.1 Ensuring that the syllabus is adequately covered.
- 9.5.2 Revising the syllabus as per the set objectives.
- 9.5.3 Hiring enough History and Government teachers to handle the subject.
- 9.5.4 Provision of adequate, reading and research materials.
- 9.5.5 Sensitizing teachers and candidates on KNEC feedback reports on examinations.
- 9.5.6 Candidates should not be cheated by revising 'fake' papers which divert them from the real examinations.
- 9.5.7 Ensuring that rubric is seriously adhered to. Candidates should only answer what they have been asked, that is, in individual questions as well as when attempting the whole paper.