

3.1 HISTORY AND 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 2021 KCSE History and Government examination was presented in two papers: Paper 1 (311/1) which covers the “History and Government of Kenya” and Paper 2 (311/2) which examines “Themes in World History and Governments.”

This report analyses the performance of candidates in the year 2021 History and Government examination papers, paying special attention to the poorly performed items. It also 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.

3.1.1 General Candidates’ Performance

The table below shows performance of candidates in History and Government (311) over a period of four years: 2018, 2019, 2020 and 2021.

Table 7: Candidates’ Performance in History and Government for the last four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2018	1		100	45.73	19.30
	2		100	36.68	19.79
	Overall	458,230	200	82.41	39.09
2019	1	483,691	100	45	19.291
	2	483,675	100	37	20.457
	Overall	483,678	200		
2020	1	508,080	100	54.75	21.71
	2	507,892	100	48.46	22.25
	Overall	508,070	200	103.18	41.83
2021	1	566,453	100	45.89	19.34
	2	566,467	100	42.00	21.05
	Overall	566,636	200	87.86	38.54

From the table above, we deduce the following:

- (i) The candidature increased from 508,070 in 2020 to 566,636. This is an increase of 58,566 candidates, representing an increase of 11.5 %. This is a clear indication that the candidature for History and Government as a subject has consistently been growing over the last couple of years.
- (ii) There was a drop in the performance of paper 1 (311/1) from a mean of 54.75 in 2020 to 45.89. This is an improvement index of -8.86.

- (iii) Similarly, there was a drop in the performance of paper 2 (311/2) from a mean of 48.46 in 2020 to 42.00 in 2021. This is an improvement index of -6.46. Therefore, generally the performance of History and Government as a subject dropped.
- (iv) So far, the 2020 performance is the highest while that of 2019 is the lowest over the four-year period under review.

3.1.2 History & Government Paper 1 (311/1)

There was a drop in the performance of paper 1 (311/1) from a mean of 54.75 in 2020 to 45.89. This is an improvement index of -8.86. The paper registered a standard deviation of 19.34. This means that the scores of most of the candidates were clustered around the mean.

After analysing the questions, some weaknesses were noted and have been pointed out here and the necessary advice to teachers given.

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. 18 (a)

Requirement: State five causes of migration of the Highland Nilotes into Kenya during the pre-colonial period:

Expected responses:

- (i) there was outbreak of diseases/epidemics;
- (ii) there was population pressure;
- (iii) due to their love of adventure/spirit of adventure;
- (iv) due to natural calamity/drought/famine;
- (v) they were searching for land for cultivation;
- (vi) they were running away from hostile neighbours/external attacks;
- (vii) there were searching for pasture/water.

Weaknesses in candidates responses:

- (i) lack of security.
- (ii) lack of transport.
- (iii) lack of food

Advice to teachers.

- (i) differentiate to the learners causes of migration and methods through which communities interacted.
- (ii) make students understand the difference between social organization, political organization and economic organization.
- (iii) make students understand organization of Kenyan communities and culture of early man.

Requirement: Describe the social organization of the Borana in the 19th Century:

Expected responses:

- (i) it was a patrilineal society where first born son inherited the father's property.
- (ii) the basic social unit was family with the most senior married man as head of the family.
- (iii) they practised circumcision of boys which marked a higher stage of life.
- (iv) it had age-set system/gada which comprised of people initiated at same period.
- (v) they practised exogenous marriages where one would marry from different clan/polygamous marriages.
- (vi) they were religious/worshipped god called Wak/Wag who was creator of the universe.
- (vii) they had religious leaders/gaalu through whom they worshipped their god.
- (viii) they performed social ceremonies/marriages/religious rituals offering sacrifices to mark/celebrate important events in life/community.
- (ix) women were in charge of household chores/built houses/cared for their children/division of labour.
- (x) the society was divided into clans consisting of related families.
- (xi) related and unrelated families lived in camps.

Weaknesses in candidates' responses:

Some of the candidates gave wrong answers like:

- (i) Borana practised mixed farming and were able to have livestock keeping.
- (ii) practised hunting and gathering.
- (iii) they decided to run out trading activities with their neighbours;
- (iv) they attacked Shungwaya during the precolonial period;
- (v) lack of employment.

Advice to teachers.

Differentiate to the learners social, political and economic activities.

Question no. 19(a)

Requirement: Identify five categories of special people whose rights are enshrined in the Constitution of Kenya:

Expected responses:

- (i) youth;
- (ii) persons with disabilities;
- (iii) children;
- (iv) minority/marginalized;
- (v) older members of the society;
- (vi) arrested/detained/held in custody/imprisoned.

Weaknesses in candidates' responses:

- (i) women;
- (ii) sick people;

- (iii) poor and orphans;
- (iv) Akamba, Aembu, Oromo, Rendile;
- (v) teachers, doctors, police officer.

Advice to teachers.

- (i) Teach students to identify the special categories of people enshrined in the Constitution and differentiate them from other groups of people.
- (ii) Teach students to understand why those categories of people are treated special in the Constitution.

Question no. 19(b)

Requirement: Explain five challenges faced by African political organizations in Kenya:

Expected responses:

- (i) their leaders/members were arrested/deported in order to disconnect them from the people/curtail their political activities;
- (ii) their members were harassed by the colonial authorities through the introduction of kipande system/to monitor their movements;
- (iii) they experienced leadership wrangles/competition which weakened their fabric;
- (iv) they lacked the requisite/necessary leadership experiences/skills which made them less effective;
- (v) some of them were banned/prescribed by the colonial government (Kikuyu Central Association) thereby hindering their operations;
- (vi) insufficient funds to finance their activities which hampered/slowed down their operations;
- (vii) disunity/tribalism/ethnicity among the organizations which facilitated divide and rule scheme by the colonial government.

Weaknesses in candidates' responses:

- (i) poor infrastructure;
- (ii) security;
- (iii) lack of equipment;
- (iv) responded in Kiswahili e.g yeye anaeza kupita huyo hananga reverse.

Advice to teachers:

All responses should be answered in English as per the instructions on the paper.

Question no. 20(a)

Requirement: Highlight five features of the independence constitution:

Expected responses:

- (i) provided for the position of the head of state/governor general;
- (ii) it provided for a bicameral parliament/senate and house of representative/upper and lower house;
- (iii) it provided for Public Service Commission/Civil Service;
- (iv) it provided for automatic citizenship for all Kenyans;
- (v) it provided for a coalition government/power sharing between political parties;
- (vi) it provided for multi partism;

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- (vii) it created an independent/impartial judiciary/Judicial Service Commission;
 - (viii) it provided for regional/majimbo/federal system of governance;
 - (ix) it created an independent electoral commission;
 - (x) it provided for the Bill of Rights;
 - (xi) it provided for the position of prime minister who was the head of government.

Weaknesses of candidates:

- (i) rights of Kenyan citizens to promote natural unity;
- (ii) judiciary, executive, legislature communal land;
- (iii) it is flexible – cannot be changed must be passed by parliament.

Advise to teachers – The teacher to assist students to differentiate characteristics of a good constitution from features of independence constitution.

Question no. 20(b)

Requirement: Discuss five factors which led to the collapse of the Imperial British East African Company:

Expected responses:

- (i) resistance by the Africans which undermined company's operations;
- (ii) there was poor communication between it and the head office in Britain hence poor condition of activities;
- (iii) there was lack of strategic natural/mineral resources for export;
- (iv) many of the company officials lacked requisite/necessary administrative skills/experience;
- (v) inadequate funds made it difficult for it to effectively carry out its operations;
- (vi) poor transportation/lack of navigable rivers hampered movement of goods/administrators;
- (vii) corruption among some company officials;
- (viii) some company personnel experienced health challenges/tropical diseases/harsh climatic conditions which made them less productive;
- (ix) rivalry from German East Africa Company which affected its operations.
- (x) The area was too vast for the few officials to manage.

Weaknesses in candidates' responses:

- (i) liberation of countries;
- (ii) they came to spread Islam;
- (iii) they wanted to increase their land;
- (iv) withdrawal of some members

Advice to teachers:

Help the students to understand what Imperial British East African Company (IBEAC) was. Teach students to know the IBEAC was not a manufacturing company but a trading one.

Question no. 21(a) Requirement: State five characteristics of independent churches during the colonial period in Kenya:

Expected responses:

- (i) they worked closely with African political associations;
- (ii) they opposed the westernizing influence of missionaries;
- (iii) they allowed the practice of African culture/values;

- (iv) position of leadership were held by Africans;
- (v) most of the founder members were educated/trained by missionaries;
- (vi) they had their following from the rural masses;
- (vii) they retained some of the aspects of mainstream churches.

Weaknesses in candidates' responses:

- (i) spreading the gospel and building churches;
- (ii) they ate rice, dressed in buibui;
- (iii) they had few followers due to racial segregation;
- (iv) were tribal and led by African educated chiefs.

Advice to teachers:

- (i) Ensure early syllabus coverage;
- (ii) The learners need to understand the differences between the independence churches and early political associations;
- (iii) Learners to know differences between independent churches and missionary churches.

Question no. 21 (b) Requirement: Explain five roles played by women in the Mau Mau liberation movement in Kenya:

Expected responses:

- (i) They acted as spies/provided intelligence information to Mau Mau fighters;
- (ii) Some women took up arms/fought alongside men;
- (iii) They coordinated supplies, food/weapons/medicine for the Mau Mau fighters;
- (iv) They encouraged people to join/continue with the struggle;
- (v) They composed songs to mobilize/support/motivate fighter/ridiculed collaborators;
- (vi) They participated in the administration of oaths which bound the fighter to stay on course;
- (vii) They care/managed the families as men went into the forest to fight.

Weaknesses in candidates' responses:

- (i) Women played a role in the constitution;
- (ii) Women planted trees e.g Wangari Maathai;
- (iii) They fasted and prayed for warriors;
- (iv) Women taught girls' responsibilities.

Advice to teachers:

- (i) Learners need to know clearly the role of women in the Mau Mau struggle from general roles of women in the society;
- (ii) Learners need to know the role of women during different times in history.

Question no. 22(a) Requirement: Give the three members of the Executive Committee of County Governments in Kenya:

Expected responses:

- (i) County Governor;
- (ii) Deputy County Governor;
- (iii) Members appointed by the Governor.

Weaknesses in candidates' responses:

- (i) President – Deputy president – Attorney General;
- (ii) High court judge – Minority leader – Speaker;
- (iii) Senator – Treasurer – Secretary – Chairman.

Advice to teachers:

- Teachers should differentiate for learners between composition of the County Executive Committee and the cabinet of the National Government.

Question no. 22 (b) Requirement: Discuss six functions of a County Governor in Kenya:**Expected responses:**

- (i) He/she is the Chief Executive of the County as public servants in the County Government are accountable to him/her;
- (ii) He/she appoints members of the County Executive Committee who are chief officers in charge of various departments in the County Government;
- (iii) He/she assigns responsibilities to the Deputy Governor who is his/her principal assistant in the running of the county
- (iv) He/she supervises the County Executive Committee members so as to ensure service delivery in the respective departments;
- (v) He/she assents to the bills which have been passed by the County Assembly into by-laws;
- (vi) He/she is in charge of implementation of the County and National legislations in his/her respective County;
- (vii) He/she represents the County in national/international fora to articulate development agenda for the County;
- (viii) In event of death/resignation/impeachment of sitting County Governor, the new Governor will appoint his/her Deputy Governor. A sitting Deputy Governor dies/resigns/is impeached the governor will appoint a new Deputy Governor;
- (ix) Delivers an annual state of the County address in the County Assembly;
- (x) Submits to the County Assembly plans/policies for approval.

Weaknesses in candidates' responses:

- (i) he gives bursaries;
- (ii) he gives job opportunities;
- (iii) he is commander in chief of the county;
- (iv) building roads;
- (v) supply medicine to hospitals;
- (vi) provide tender;
- (vii) pay workers;
- (viii) he can declare a state of emergency in his/her county;
- (ix) governor makes law for his/her county;
- (x) offer helps for the orphans;
- (xi) distribute development fund to the constituency.

Advice to teachers:

- (i) to teach learners functions of the County Governor as contained in the Constitution and in the approved text books;
- (ii) highlight the difference between the functions of the County Governor and the functions of the County Government;
- (iii) adequately cover the topic on devolved government.

Question no. 23 (a) Requirement: State the composition of the cabinet in Kenya:

Expected responses:

- (i) the President;
- (ii) the Deputy President;
- (iii) the Attorney General;
- (iv) Cabinet Secretaries.

Weaknesses in candidates' responses:

- (i) Speaker
- (ii) Members of county assembly.
- (iii) Members of parliament
- (iv) National flag
- (v) National philosophy
- (vi) National anthem
- (vii) Civil servants
- (viii) Judiciary -Executive-Legislative
- (ix) Must be a Kenyan citizen
- (x) Must be 25 – 30 years
- (xi) Making laws

Advice to teachers:

- (i) Emphasize on the composition of the cabinet;
- (ii) Exhaustively teach the topic on the executive branch of National Government.

23 (b) Explain six functions of the National Assembly in Kenya:

Expected responses:

- (i) It makes/amends the laws of the land which are used to govern the Country;
- (ii) It determines the allocation of public revenue between the National and County Governments;
- (iii) It represents the interests of the people through their elected members;
- (iv) It deliberates on national/international issues of concern with a view to addressing them;
- (v) It exercises oversight over public revenue and its expenditure through watchdog committees/ Parliamentary Accounts Committee/Public Investment Committee;
- (vi) It checks the conduct of public/state officers/president/deputy president/other state officers/ can initiate the process of removing them from office if need be;
- (vii) It approves declaration of war/state of emergency;
- (viii) It vets senior government/public officers appointed by the president/presidential nominees/ appointees before they take office;
- (ix) It participates in National budget making by scrutinizing sources of revenue/expenditure by national government.

Weaknesses of candidates' responses:

- (i) National assembly maintains law and order;
- (ii) National assembly appoints judges;
- (iii) National assembly enhances adequate security;
- (iv) Write minutes of the meeting with the president;
- (v) Promote gender equality;
- (vi) Promoting job opportunities;
- (vii) Promote moral values.

Advice to teachers:

- (i) Teach learners the functions of the National Assembly and Senate as contained in the constitution and the approved course books.
- (ii) Adequately cover the syllabus.

Question no. 24 (a) Requirement: Name the three branches of the Kenya Defence Forces:**Expected responses:**

Kenya Army;
Kenya Air Force;
Kenya Navy.

Weaknesses in candidates' responses:

- (i) Kenya Airways
- (ii) Kenya Maritime
- (iii) Kenya Airport
- (iv) The Kenya National Police
- (v) Nairobi – Kisumu – Mombasa
- (vi) National Police Service
- (vii) NIS (National Intelligence Service)
- (viii) Embakasi – Kiganjo
- (ix) Kamiti Prison – Pumwani.

Advice to teachers:

- (i) Clearly explain to learners the difference between the National Police Service, The Kenya Defence Forces and the Correctional service.
- (ii) Teach learners the different organs of National security.

Question no. 24 (b) Requirement: Discuss the functions of the Kenya Police Service:**Expected responses:**

- (i) It liaises with international police/Interpol in order to prevent/combat international crime.
- (ii) It maintains law/order by arresting law breakers.
- (iii) It controls crowds during public gatherings so as to ensure peace.
- (iv) It entertains the public during national days/Madaraka day/Mashujaa day/Jamhuri day through mounting parades.
- (v) It confines suspected criminals in custody/cells as they wait to be arraigned
- (vi) in court.
- (vii) It regulates traffic by directing/arresting traffic offenders/inspecting vehicles to determine their road-worthiness.
- (viii) It conducts driving tests for trainee drivers/recommends persons to be issued with driving licenses by the National Transport and Safety Authority (NTSA).
- (ix) It investigates reported crime/suspected crime with a view to gathering evidence to help in court cases.
- (x) It protects property/government installations/provides security to senior government officers/VIPs/VVIPs.
- (xi) Prevents corruption/promotes the practice of transparency and accountability.

Weaknesses in candidates' responses:

- (i) To discipline criminals;
- (ii) To solve petty crimes;
- (iii) Assisting in building roads and bridges.
- (iv) It defends the country from external attacks.
- (v) Ensures that police are supplied with weapons.
- (vi) To foster national unity.
- (vii) They control flooding in the area.
- (viii) To promote nationalism in the country.
- (ix) Collection of taxes.

Advice to teachers:

- Clearly differentiate between the functions of the Kenya Police Service and those of the Kenya Defence Forces.

3.1.3 History and Government Paper 2 (311/2)

There was a drop in the performance of paper 2 (311/2) from a mean of 48.46 in 2020 to 42.00 in 2021. This translates into an improvement index of -6.46.

Generally, paper 2 was poorly performed because students find it difficult to relate themes in world history with their daily lives. The ideas sound far removed to them as opposed to the themes in Kenyan history (paper 1) which are a lot more familiar to them.

The most popular Question with the candidates was number 18.

- 18. a) State **five** factors which contributed to the development of agriculture in ancient Egypt. (5marks)
- b) Explain five effects of Agrarian Revolution in Britain. (10 marks)

Most unpopular Question with the candidates was number 22.

- 22. a) Highlight **three** causes of the Second World War. (3 marks)
- b) Explain **six** achievements of the Pan-African Movement. (12 marks)
 - Some students mentioned the reasons for the Second World War rather than the causes of the War.
 - Others confused between Pan Africanism and Organization of African Union/ African Union, thereby giving irrelevant responses.

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.
- (ii) Teachers should expose their learners to application kind of questions in all topics.
- (iv) Teachers and students should use new textbooks that have content based on Constitution 2010.
- (v) Teachers should desist from using unapproved revision materials/pamphlets and instead set their own standard tests for revision. Some of these revision materials are misleading to teachers and the learners. They do not have the correct content while others are even out of the syllabus.
- (vi) The teachers should teach their students to understand the rubric and adhere to it.
- (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 Sub- County, 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 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 examinations.
- (xi) The Government through the Teachers Service Commission to employ more History and Government teachers, Ministry of Education through Quality Assurance and Standards. to enhance supervision of the instruction of the subject and teacher training institutions and universities to increase capacity to train more teachers of History and Government to meet the demand in our secondary schools.
- (xii) Principals and other teachers to change their attitude towards History and Government since it is no longer a booster subject but among the major subjects taught and examined in KCSE and an integral subject for career choices.
- (xiii) Principals to avail varied reference materials for teaching and learning of History and Government.