

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.