

### 3.0 PART ONE: ANALYSIS OF DIFFICULT QUESTIONS

#### 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 **2022 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 **2022 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: **2019, 2020, 2021 and 2022.**

**Table 10: Candidates’ performance in History and Government for the last four years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2019	1	483,691	100	45.00	19.291
	2	483,675	100	37.00	20.457
	Overall		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
2022	1	599,119	100	54.86	20.43
	2	599,123	100	63.65	22.11
	Overall	599,199	200	118.5	40.35

From the table above, we deduce the following:

- (i) The candidature increased from **566,636** in **2021** to **599,199** in **2022**. This is an increase of **32,563** candidates, representing about **5.75%**. 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 an improvement in the performance of paper **one (311/1)** from a mean of **45.89** in **2021** to a mean of **54.86** in **2022**. This is an improvement index of **+8.97**.

- (iii) There was an improvement in the performance of paper 2 (311/2) from a mean of **42.00** in **2021** to **63.65**. This is an improvement index of **+21.65**.
- (iv) Overall, the performance of History and Government as a subject registered an improvement in terms of the subject mean.
- (v) So far, the **2022** 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 an improvement in the performance of this paper from a mean of **45.89** in **2021** to a mean of **54.86** in **2022**. This is an improvement index of **+8.97**.

The paper registered a standard deviation of **20.43**. This means that the scores of most of the candidates were clustered around the mean.

**The popular questions were numbers 18 and 22.**

18. (a) Identify **five** sub-groups of the Mijikenda in Kenya. (5 marks)  
 (b) Explain **five** economic activities of the Mijikenda during the 19th century. (10 marks)
22. (a) Identify **five** elective positions in a general election in Kenya. (5 marks)  
 (b) Discuss **five** limitations of parliamentary supremacy in Kenya. (10 marks)

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

Below are some examples of questions and the mistakes that were noted in the candidates' responses.

- 18 (a) **Identify five sub groups of the Mijikenda in Kenya.** (5 marks)

#### Weaknesses in candidates' responses

- Akamba
- Ameru
- Saga
- Gaba
- Luo

#### Expected response(s)

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

**Advice to teachers**

Assist the students to differentiate among the various communities making up the language groups.

18 (b) Explain five economic activities of the Mijikenda during the 1<sup>st</sup> Century. (10 marks)

**Weaknesses in candidates' responses**

- Raided other communities.
- They assisted each other.
- Poultry was also practiced.

**Expected response(s)**

- (i) They hunted wild animals which provided meat for food.
- (ii) They cultivated crops such as sorghum/ cassava/ millet/ sweet potatoes which could do well in their region.
- (iii) They practised craft/ basketry/ pottery and used the items to carry/ store their produce.
- (iv) They kept animals/ cattle/ goats/ sheep which provided meat/ milk for food.
- (v) They practised fishing in the Indian Ocean/ rivers in order to enrich their diet.
- (vi) They traded with their neighbours/ Arabs/ Akamba in order to obtain what they did not produce.
- (vii) They mined salt which was used for domestic purposes.
- (viii) They practised iron working/ black smithing/ making weapons/ tools which they used for defense/ other purposes.
- (ix) They gathered wild fruits/ honey to supplement their food.

**Advice to teachers and learners**

Teacher to teach learners to understand political, social and economic activities of Kenyan communities. Learners should know the various language groups of Kenyan communities.

19. (a) Give five levels of colonial administration in Kenya. (5 marks)

**Weaknesses in candidates' responses**

- Direct.
- Indirect.
- Local

**Expected response(s)**

- (i) Village.
- (ii) Sub-location.
- (iii) Location.
- (iv) Division.
- (v) District.
- (vi) Province.
- (vii) Colony

- 19 (b) Discuss **five** problems faced by workers during the construction of the Uganda Railway. (10 marks)

**Weaknesses in candidates' responses**

- High population
- They were many traders
- Availability of labour
- Availability of materials

**Expected response(s)**

- (i) Rugged/ expansive terrain along the highlands/ mountains made construction take long to complete.
- (ii) Delay in the delivery of materials/ equipment slowed down construction work.
- (iii) Harsh/ adverse climatic conditions across the coastal plains caused many deaths to workers.
- (iv) Scarcity of essential supplies/ food/ water/ medicine caused suffering among workers
- (v) Attack by tropical diseases/ small pox/ malaria/ jiggers weakened the workers.
- (vi) They strained due to shortage of labourers.
- (vii) Attack by wild animals of Tsavo created fear among the workers.
- (viii) Hostilities by some African communities who were against alienation of their land for railway construction.

**Advice to teachers and learners**

- Teachers should ensure the objectives of topics are achieved.
- Distinguish for the learners the differences between levels of colonial administration and the structure of colonial administration.
- Learners should know the social, political, and economic problems faced during the construction of the Uganda railway.
- Test learners at the end of each topic covered to gauge if they have fully understood the topic.

20. (a) Give **five** achievements of the early political associations in Kenya up to 1939. (5 marks)

**Weaknesses in candidates' responses:**

- Moi helped in building gabions
- Jomo Kenyatta and Moi helped in building schools and learning institutions.
- Spread Christianity.
- Introduced new crops.

**Expected response(s)**

- (i) They aired African grievances to the colonial government.
- (ii) They created awareness/ awakened Africans on their rights.
- (iii) They publicized the plight of Africans under British imperialism to the international community.
- (iv) They promoted nationalism/ national unity among African communities.
- (v) They fought for the welfare of African workers/ better wages/ working conditions.
- (vi) They defended African cultures.

**Advice to teachers and learners**

The candidates should desist from guess work in the examination.

- 20 (b) Describe **five** factors responsible for the Mau Mau uprising in Kenya. (10 marks)

**Weaknesses in candidates' responses**

- Availability of capital.
- Availability of employment.
- Availability of resources.

**Expected response(s)**

- (i) The role of ex-servicemen who demystified European superiority lack of compensation.
- (ii) Widespread unemployment among Africans/ closure of Karatina Vegetable Market.
- (iii) Failure of the colonial government to institute political reforms/ constitutional reforms.
- (iv) Africans protested massive land alienation by the White settlers.
- (v) The Europeans undermined African cultural practices/ female circumcision/ polygamy.
- (vi) Racial discrimination against Africans by Europeans in social amenities or services/education/ health.
- (vii) Brutality/ cruelty of colonial administrators through the colonial police/ chiefs/ Uplands Beacon Factory Massacre/ Olenguruone Eviction.
- (viii) They protested poor living/ working conditions in the White settler farms.
- (ix) Economic exploitation through forced labour/ taxation.

**Advice to teachers and learners**

- Learners should know the differences between achievements and demands of early political associations up to 1939.
- Differentiate for the learners the factors that facilitated the Mau Mau movement and the causes of the movement.

21. (a) Outline **five** factors which enabled the Nandi to resist the British invasion for a long period. (5 marks)

**Weaknesses in candidates' responses:**

- Provided for young men to join the army.
- They were given money.
- Increase of population.
- Intermarriages.

**Expected response(s)**

- (i) Their mixed economy ensured regular supply of food.
- (ii) The Orkoiyot was the symbol of unity.
- (iii) Familiar terrain/ ground favoured the Nandi fighters
- (iv) The British were attacked by respiratory diseases.
- (v) Their knowledge/skills of making of arms/ availability of arms.
- (vi) The support/ reinforcement by the Kipsigis.
- (vii) Existence of a strong army/ military experience.
- (viii) The use of guerilla tactics of warfare.

**Advice to teachers and learners**

- Differentiate between causes and the factors which enabled the Nandi to resist the British.
- Teachers to ensure that they achieve the objectives of the topics taught in class.

- 21 (b) Explain **five** results of the collaboration between the British and the Wanga during the colonial period. (10 marks)

**Weaknesses in candidates' responses**

- Provided for young men to join army
- They were given money.

**Expected response(s)**

- (i) The British enlisted the services of the Wanga agents to administer Western Kenya.
- (ii) The Wanga allowed Imperial British East African Company (IBEAC) to establish a base at Mumias which served as its headquarters.
- (iii) The Wanga lost their independence as colonial rule was established.
- (iv) Enmity between the Wanga and the other Abaluhya sub-tribes as they felt the Wanga were betraying their cause.
- (v) Mumia was declared the paramount chief of the Wanga allowing his influence to extend to Bunyala/ Gem/ Ugenya/ Alego.
- (vi) The Wanga warriors became agents of the British colonialism/ used to subdue the other resisting communities/mercenaries.
- (vii) The Wanga received material wealth for their collaboration/ through trade.
- (viii) It led to the expansion of the Wanga kingdoms as it acquired more territories – Samia/ Busoga/ Bunyala.
- (ix) Acquisition of firearms/ other exotic commodities which raised the status of king Mumia.
- (x) It led to the introduction of western education as the Wanga received religious education from the British.

22. (a) Identify **five** elective positions in a general election in Kenya. (5 marks)

**Weaknesses in candidates' responses**

- Provincial Commissioner.
- District Commissioner.
- Chief.
- Headmen.
- Ameru, Somali, Agikuyu.

**Expected response(s)**

- (i) President.
- (ii) Elected Member of National Assembly Constituency Representative.
- (iii) Senator.
- (iv) Governor.
- (v) County Woman Representative.
- (vi) Member of County Assembly.

**Advice to teachers and learners**

- Explain to the learner the differences between elective positions and appointive positions.
- Help the learners to appreciate the difference between administrative positions during the colonial period and the current constitutional dispensation.

- 22 (b) Discuss **five** limitations of parliamentary supremacy in Kenya. (10 marks)

**Weaknesses in candidates' responses:**

- Misuse of public funds
- Symbols of National unity
- Leadership wrangles and corruption
- Lack of funds.
- One must have required levels of education.
- One must not be bankrupt.
- One must be a Kenyan Citizen.

**Expected response(s)**

- (i) It may be side stepped when the president declares a state of emergency.
- (ii) Its legislative function is bound by international laws/ treaties/ conventions/ agreements/ ratification of international treaties/ laws
- (iii) Its legislative authority/ oversight role may be undermined by a strong Cabinet.
- (iv) Legislation by county government may also undermine parliamentary supremacy.
- (v) Effectiveness of passing some legislation may be undermined by social cultural practices/ beliefs of the people.
- (vi) It cannot pass laws/ legislation which contravenes the Constitution of Kenya.

**Advice to teachers and learners**

- Teachers to exhaustively teach the topic on legislature and cover the form three syllabus.

23. (a) State **three** circumstances which may cause the office of the County Governor o become vacant in Kenya. (3 marks)

**Weaknesses in candidates' responses**

- False agenda from the Governor.
- When the president promotes them to be a CS.
- If found having mistaken thrice in one year.
- Violence.
- May lead to Tribalism, Racism, and Nepotism

**Expected response(s)**

- (i) If the governor dies.
- (ii) If the governor is impeached.
- (iii) If the governor resigns.
- (iv) If the governor is mentally incapacitated/ becomes insane.
- (v) If the County Government is dissolved by the president.
- (vi) If he/she is convicted of an offence which attracts an imprisonment of at least 12 months.
- (vii) If he/she ceases to be eligible for election as a governor.

**Advice to teachers and learners**

Explain to the learner the differences between circumstances that lead to vacancy in an office and grounds for impeachment.

- 23 (b) Explain six functions of the President of the Republic of Kenya. (12 marks)

**Weaknesses in candidates' responses**

- President make and amends the law.
- President approves the revenue and expenditure.
- Has the power to grant elementary death.
- Borrows money from outside the country, Kenya.
- Chairs parliamentary meetings.

**Expected response(s)**

- (a) Six functions of the President of the Republic of Kenya.
- (i) He/she presides over public/ national days/ Labour Day/ Madaraka Day/ Jamhuri Day; where the country's achievements are celebrated.
  - (ii) He/she chairs cabinet meetings where government policies are formulated/directs and coordinates the functions of ministries.
  - (iii) He/she addresses opening of each newly elected parliament where he/she outlines the government agenda.
  - (iv) He/she participates in law making/ legislation by signing/ assenting bills into law.
  - (v) He/she is the head of state/ government hence represents the country at local/ international level.
  - (vi) He/she nominates/ appoints with approval of parliament, senior public officer who assist in governing the country such as Cabinet secretaries/ Attorney General/ ambassadors.
  - (vii) He/she confers honours/medals to persons who have given distinguished service to the nation.
  - (viii) He/she exercises the Power of Mercy through pardoning persons convicted of various minor offences
  - (ix) He/she defends the Constitution by ensuring adherence to the rule of law.
  - (x) He/she, once a year gives report/ address to the nation on the progress/ state of the nation on achievements in realization of national values.
  - (xi) He/she ensures fulfilment of international obligations/ treaties by relevant government departments.
  - (xii) He/she receives foreign diplomats accredited to the country.
  - (xiii) He/ she can declare a state of emergency and with the approval of the Parliament declare war.

**Advice to teachers and learners**

- Explain to the learner the differences between powers and functions of the president.
- Be guided by the constitution when teaching the functions of the president, other constitutional offices and institution

24. (a) Identify three funds into which the Government of Kenya deposits its revenue. (3 marks)

**Weaknesses in candidates' responses**

- Convulsion fund.
- Suplication fund.
- Hustler fund, Huduma fund.
- Kenya Revenue Authority
- National fund.
- County fund.
- Ward fund.

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**Expected Response(s)**

- (i) Consolidated fund.
- (ii) Revenue fund.
- (iii) Contingencies fund.
- (iv) Equalisation fund

**Advice to teachers and learners**

Ensure full syllabus coverage.

- 24 (b) Discuss six indirect taxes levied by the National Government of Kenya. (12 marks)

**Weaknesses in Candidates' responses:**

- Pay as you earn.
- Money collected from public toilets.
- Taxes from goods and services.
- Taxes from food substances.
- Bribing from people.
- Stealing from other people.
- Increasing of prices in some food substances.
- Increasing limits of items like Fuliza.
- Looking for mistakes from pedestrians.
- Exercise tax
- Current expenditure.
- Sanctions
- Grants and bursaries.
- Fees. This are money paid in schools and colleges.
- Wages. Money paid to purchase items.

**Expected response(s)**

- (i) Excise duty which is charged on goods that are locally produced/ sold within the country.
- (ii) Value added Tax (VAT) which is tax paid to specific goods such as petroleum products/ sugar/ electronic equipment.
- (iii) Investment revenue which is generated by government bodies/ parastatals like KPLC / Postal Corporation/ Kenya Railway.
- (iv) Trading licenses paid by traders wishing to operate businesses / those operating businesses.
- (v) Land rates paid by citizens/ companies as stamp duty/ rent/ standing premiums on plots/ land adjudication/ court case fees.
- (vi) Loan interest receipts from government bodies/ agencies that pay interest on money advanced to them by the exchequer.
- (vii) Court fines which are charged on persons found guilty by courts of law.
- (viii) Tourism fees which are paid by local/ foreign tourists as entrance fees into game reserves/ national parks/ other tourist attraction sites.
- (ix) Domestic borrowing where the government raises revenue through sale of treasury bills/ bonds.
- (x) House rates/rent paid for the use/ hire of government buildings/ facilities.
- (xi) Customs duty which is tax levied on goods imported into the country/export duty.
- (xii) Traffic revenue tax levied on traffic related services like driving licenses/ airport tax/ road maintenance levy.

### Advice to teachers and learners

- Inform the learners that sales tax was replaced by Value added tax.
- The spelling of excise duty should be written to the learners on the board.
- Explain the different taxes to the learner clearly.

### 3.1.3 History and Government Paper 2 (311/2)

Similarly, there was an improvement in the performance of paper 2 (311/2) from a mean of **42.00** in **2021** to **63.65**. This is an improvement index of **+21.65**. Performance in paper two was better than that of paper one.

This is the first scenario in a long time that paper two has registered a better performance than paper one.

The popular questions were numbers **18, 19 and 22**.

- 18.** (a) Identify **five** forms of written sources of information on History and Government. (5 marks)
- (b) Explain **five** disadvantages of electronic sources of information on History and Government. (10 marks)
- 19.** (a) State five uses of domestic animals during the ancient period. (5 marks)
- (b) Describe five effects of the early agriculture on people's way of life. (10 marks)
- 22.** (a) Identify three political parties in India. (3 marks)
- (b) Discuss six functions of the President of India. (12 marks)

The following weaknesses were noted in the candidates' responses:

- (i) Confusion between terms and concepts for instance electronic and electricity (question 18b).
- (ii) Mixing up responses meant for a different paper; for instance, for question 19a on nationalism in Ghana some candidates gave examples of Mau Mau which is content covered in paper one. There is a need for teachers to guide the learners on the content areas under paper 1 and those under paper 2 so that there is no confusion.
- (iii) Some candidates have serious challenges with spellings. In one case, a candidate spelt New York as Niuyok. Names of political parties and individuals were misspelt.
- (iv) Many candidates have a problem with grammar, finding it a big challenge to express themselves particularly in part B of sections B and C where explanation is required for a candidate to score a full mark. Majority repeat themselves using the same words, or the don't explain at all.
- (v) Inability to differentiate between the duties of the president of the U.S.A, with some candidates giving the duties of president in Kenya and other countries but not specific to the country asked in the question.
- (vi) Inability of some candidates to distinguish between the UN Charter on Human Rights and the local Bill of Rights.
- (vii) Disorderly manner of answering the questions, where some candidates even mixed-up sections and even parts of different questions. This can pose a challenge to the markers, risking failure of the candidate as it becomes difficult to match the disorganized work.

### 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 kind of questions in various topics and concepts.
- (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 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 supply enough teachers of History 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.