



MARANDA HIGH SCHOOL

Kenya Certificate of Secondary Education

THE 2026 MOCK EXAMINATIONS

311/2

HISTORY AND GOVERNMENT

PAPER 2

June, 2026

MARKING

GUIDE

CONFIDENTIAL

SECTION A: (25 MARKS)

Answer **all** the questions in this section in the spaces provided.

1.	<p>Identify the type of government in which both democracy and aristocratic power co-exist.</p> <p style="text-align: right;">(1 mark)</p> <p>Monarchical government/Absolute Monarchy/Constitutional Monarchy/Monarchy</p> <p style="text-align: right;">1x1=1</p>
2.	<p>State two contributions of glottochronology to the study of information in History and Government.</p> <p style="text-align: right;">(2 marks)</p> <ul style="list-style-type: none"> i. It allows for statistical comparison of languages to determine relationships. ii. It relies on Swadesh list which enables researchers compare close vocabulary to determine language relationships. iii. It can provide chronological dates that can be corroborated with archaeological data to determine human migration patterns. iv. It can analyze lexical distances across thousands of languages simultaneously thereby saving time and resources. <p style="text-align: right;">2x1=2</p>
3.	<p>Give two reasons why cuneiform was significant in spurring Agrarian Revolution in Ancient Mesopotamia.</p> <p style="text-align: right;">(2 marks)</p> <ul style="list-style-type: none"> i. It revolutionized/ eased management of estates which required use of accounts. ii. It introduced/improved record keeping. iii. It brought about development of arithmetic/science/mathematics. iv. It spurred development of astronomy, with the possibility of recording weather patterns. v. It led to development of laws/written down codes and rules that brought order in the society. <p style="text-align: right;">2x1=2</p>
4.	<p>Identify two trading methods used in obtaining slaves during the Trans-Atlantic Trade.</p> <p style="text-align: right;">(2 marks)</p> <ul style="list-style-type: none"> i. <u>Factory system</u> where political authorities allowed Europeans to establish permanent coastal baracoons or fortresses where slaves were kept in bulk as they awaited shipment. This method was only used by chartered companies as it was expensive. It was also only viable in Dahomey where slaves were in large numbers. ii. <u>Private trading</u>. Sailing with vessels down the coast, and then stopping at different points to purchase slaves until there was enough cargo. <p style="text-align: right;">2x1=2</p>

5.	<p>State two ways through which the invention of the wheel resulted into political advancements. (2 marks)</p> <ul style="list-style-type: none"> i. It eased movement of troops from one region to another hence easing wars of conquest. ii. It facilitated the movement of weapons from one place to another hence spearheading conquests. iii. Enabled soldiers defend their territories with ease and annex/conquer others/enabled expansion of empires. iv. It created classes/social stratification separating the rulers who could use high end chariots from subjects/symbol of authority/entrenched authority. <p style="text-align: right;">2x1=2</p>
6.	<p>Name the Japanese motto that propelled the country into an industrial giant. (1 mark)</p> <p>“Just in Time.”</p> <p style="text-align: right;">1x1=1</p>
7.	<p>State the environmental factor that led to the decline of Merowe as an early urban centre. (1 mark)</p> <p>Depletion of forests/desertification.</p> <p style="text-align: right;">1x1=1</p>
8.	<p>Give two limitations of a plebiscite. (2 marks)</p> <ul style="list-style-type: none"> i. It limits the views of the people to a ‘yes’ or ‘no’ poll with no other alternative. ii. It fails to take into consideration the rights of the minority as majority do have their way. iii. They are at times used by autocratic regimes to legitimize decisions that have already been made/manufacture consent/distract from broader domestic crises. iv. They are very expensive to carry out. v. They are prone to voter apathy. vi. It is time consuming. vii. Very little or no civic education. <p style="text-align: right;">2x1=2</p>
9.	<p>Give two political ways in which the Golden Stool was instrumental to the Ancient Asante Community. (2 marks)</p> <ul style="list-style-type: none"> i. It legitimized the rule of the Asantehene as it was believed to house collective soul and spirit of the Asante Nation. ii. It unified diverse, formerly independent Akan City states into a single cohesive empire. iii. It was a symbol of identity among the Asante. <p style="text-align: right;">2x1=2</p>

10.	<p>Give one strategic advantage of the scorched earth policy as a method of resistance by the Mandinka against the French. (1 mark)</p> <ul style="list-style-type: none"> i. It allowed the Mandinka to retreat and strategize hence bounce back stronger. ii. It left the French to starve and delay their advance. <p style="text-align: right;">2x1=2</p>
11.	<p>State two pull factors for the scramble and partition of Africa in 1884-1885. (2 marks)</p> <ul style="list-style-type: none"> i. <i>Existence of Vast natural resources in Africa.</i> There were pockets of minerals in various parts of Africa and ivory awaiting exploitation. This attracted the Europeans. ii. <i>Well developed trade/trade routes in the interior.</i> Imperialists used these routes as transport routes to penetrate the interior. iii. <i>Existence of Navigable Rivers.</i> For example, rivers like Congo and Niger made transportation easy iv. <i>Existence of weak Decentralized local communities.</i> Most African communities were decentralized with no military structures therefore offering little resistance to European invasion. v. <i>Frequent wars / inter community wars.</i> These wars weakened African communities and were left ill prepared for any resistance. Some readily collaborated with the Europeans. <p style="text-align: right;">2x1=2</p>
12.	<p>State two reasons why the struggle for nationalism in Mozambique turned violent. (2 marks)</p> <ul style="list-style-type: none"> i. The depth of suffering by ordinary people in Mozambique was unbearable. ii. The harshness of the Portuguese administration could only be matched with similar violence. iii. The unwillingness of Portugal to ease her colonial hold and begin the process of decolonization. (they were deeply entrenched in Mozambique) iv. Extreme exploitation of Mozambique resources e.g. land, labour, minerals. v. Widespread land alienation left many landless. vi. To uproot the Portuguese from Mozambique, they had to use full-scale military operation by the liberators because the masters did not see any sense of granting Mozambique independence peacefully. <p style="text-align: right;">2x1=2</p>
13.	<p>Give the main contribution of the Agadir Crisis of 1911 to the outbreak of world war I (1914-1919). (1 mark)</p> <p>It polarized Europe into rigid mutually distrustful camps/forced Britain and France into secret naval agreements hence infuriating Germany.</p> <p style="text-align: right;">1x1=1</p>

<p>14.</p>	<p>Identify one tactical blunder made by Hitler that culminated into Germany losing the Second World War II. (2 marks)</p> <ul style="list-style-type: none"> i. Fighting the war in three fronts at the same time: Eastern, Western and Sea. ii. Invading neutral countries such as Belgium thereby turning public opinion against Germany. iii. Invading the Soviet Union (Operation Barbarossa, 1941); drastically underestimating the Soviet Union industrial capacity and Manpower. iv. Declaring war on the USA in 1941 following the Japanese attack on the Pearl Harbour. v. Ordering his troops to halt during the invasion of France in 1940 that gave the Allies chance to evacuate 33,000 troops. vi. Bombing civilian centers in London instead of the British Royal Airfield giving the British time to recover and retaliate. vii. The ‘stand and die decrees’; He prohibited tactical retreats as the war turned against Germany resulting in unnecessary loss of trained troops. viii. Misallocation of resources and Technology whereby Hitler meddled into military production. He produced non-essential heavy war artillery at the expense of light efficient weaponry. ix. Ignoring military advice from his senior military officers. <p style="text-align: right;">1x1=1</p>
<p>15.</p>	<p>Name the body formed by the United Socialist Soviet Republic (USSR) to counter the Marshall Plan during the Cold War. (1 mark)</p> <p>Council for Mutual Economic Assistance (COMECON)</p> <p style="text-align: right;">1x1=1</p>
<p>16.</p>	<p>State the main method through which the Non-Alligned Movement (NAM) Member States make decisions. (1 mark)</p> <p>Consensus.</p> <p style="text-align: right;">1x1=1</p>
<p>17.</p>	<p>Other than the Democratic and Republican parties, name two other political parties in the United States of America. (2 marks)</p> <ul style="list-style-type: none"> i. Libertarian Party. ii. Green Party. iii. Constitution Party. <p style="text-align: right;">2x1=2</p>

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SECTION B: (45 MARKS)

Answer any **three** questions from this section in the spaces provided after question 24.

18.	<p>a) Give three limitations of Chemical Dating in History and Government. (3 marks)</p> <ul style="list-style-type: none"> i. It requires experts/people with technical knowhow. ii. Fossil contamination may end up introducing newer or older carbon isotopes. iii. Chemical dating is very expensive/high costs involved. iv. Chemical alteration may result into incorrect results. v. It is limited to certain age limits i.e. Radio Carbon only works on organic material younger than 50,000 years. vi. It is also limited to materials i.e. Carbon 14 requires presence of surviving organic matter while potassium-argon can only be applied to volcanic ash and rocks, not fossils. vii. Most chemical dating methods require grinding up or destroying a portion of the fossilized specimen to extract the necessary isotopes or amino acids. viii. Time consuming. <p style="text-align: right;">3x1=3</p>
	<p>b) Explain six social impacts of early Agriculture in Mesopotamia. (10 marks)</p> <ul style="list-style-type: none"> i. It led to settled life as people now needed to concentrate on farming hence built permanent settlements/sedentary lifestyle. ii. Food production increased as a result of improved farming methods hence improved life expectancy. iii. There was an increase in population along the river valleys due to plenty and regular food supply. iv. There was emergence of city-states and urban centers for example Ur, Uruk, Eridu, Nippur, Kish and Babylon. v. Agriculture influenced writing and arithmetic. Management of estates required knowledge in accounts. The form of writing that was developed was known as cuneiform involving the use of stone tablets. vi. There was the development of science and mathematics with the development of the first formulas for measuring time, distance and area. There was also development in the field of Astronomy. vii. Religious practices also developed with the connection of most of the gods to agriculture in one way or another. For example, Ninurta was a god of floods. viii. Development of law. A code of laws was compiled as a means of minimizing conflict in society- the Hammurabi's code. ix. Emergence of social classes. <p style="text-align: right;">6x2=12</p>

19.	<p>Name five canals used in the transport industry today. (5 marks)</p> <ul style="list-style-type: none"> i. Erie Canal (USA) ii. Grand Canal (China) iii. Suez Canal (Egypt) iv. Panama Canal (Central America) v. Kiel Canal (Germany) vi. White Sea-Baltic Canal (Russia) vii. Venice Canals (Italy) viii. Amsterdam Canal Ring (Netherlands) ix. Corinth Canal (Greece) <p style="text-align: right;">5x1=5</p>
	<p>b) Explain five political factors that led to the decline of the Trans-Atlantic Slave Trade. (10 marks)</p> <ul style="list-style-type: none"> i) Formation of Anti-slavery movement and the abolitionist movement in 1787. Its chairman was Granville Sharp and others like Thomas Clarkson, William Wilberforce who gathered facts and stories about the brutality of slave trade and slavery to arouse public opinion in Britain. ii) The attainment of independence by USA in 1776 left Britain in a dilemma since she had no colonies where she would take the slaves to work. iii) The French revolution of 1789 and the American revolution of 1776 emphasized liberty, equality and fraternity (brotherhood) of all human beings. As a result, people began to question whether anyone had a right to deprive fellow man of his liberty when he had done wrong. iv) The British desire to protect their national interests, British planters wanted slave trade stopped to avoid competition with other European planters. This is because other planters were producing cheaper sugar, British sugar accumulated hence the need to stop over production. v) The closure of the American slave market after the defeat of the South American states in the American civil war of 1865 left the slave dealers with no market for their slaves. vi) Influential abolitionists like William Wilberforce (a British member of parliament) urged the British government to legislate against the slave trade in her colonies. They in turn influenced public opinion against slave trade. <p style="text-align: right;">5x2=10</p>

20.	<p>a) Give three terms of the Lochner Treaty of 1890. (3 marks)</p> <ul style="list-style-type: none"> i. Lewanika gave the BSA Company mining rights in Bulozhi except in certain farming and iron mining areas. ii. The company promised to protect the kingdom from outside attacks. iii. The British company promised to pay the king 2000 sterling pounds a year and 4% royalties of all minerals mined in the area. iv. A promise was made to develop trade, build schools and develop telegraphy in the kingdom. v. Lewanika would still be a king but just a constitutional monarch, not an absolute ruler as before. vi. That a British resident would be posted in Lealui, the capital of the Kingdom, to monitor company activities and advise Lewanika on foreign affairs. <p style="text-align: right;">3x1=3</p>
	<p>b) Explain the structural differences between the French and British Colonial systems of administration. (12 marks)</p> <ul style="list-style-type: none"> i. The British were keen to appoint traditional rulers as chiefs. The French on the other hand were not keen to appoint traditional rulers but simply handpicked individuals who met their qualifications (those who embraced French culture and civilization/assimiles). ii. The British gave the traditional rulers a lot of power, unlike the French – who undermined African chieftaincies. iii. The British colonies were administered separately by a governor accountable to Britain, unlike the French colonies which were governed as federations equated to provinces of France. iv. Most of the French administrators were military officers. The British used a mixture of amateurs and professionals. v. Whereas the British applied mainly the policy of indirect rule, the French applied the policy of assimilation and later, association. vi. The French colonies elected their representatives to the Chamber of Deputies in France, while British colonies had legislative councils where policies were debated in the colonies. vii. Laws applied in the French colonies were legislated in France while in British colonies laws were enacted by the respective legislative assemblies. viii. In French colonies, assimilated Africans became French citizens with full rights, while the elite in the British colonies remained colonial subjects. ix. Indirect rule preserved African cultures while assimilation undermined them. <p style="text-align: right;">6x2=12</p>

21.	<p>a) Identify three ways in which ideological differences in the Democratic Republic of Congo destabilized the country shortly after independence. (3 marks)</p> <ul style="list-style-type: none"> i. It led to assassination of Patrice Lumumba in 1961 forcing his supporters to withdraw from government. ii. It led to army mutiny which later culminated into coup de tats. iii. It triggered secession threats especially from the Katanga region hence destabilizing the country. iv. It pushed the country into civil wars which destabilized the country. <p style="text-align: right;">3x1=3</p>
	<p>b) Explain six social challenges faced by African Nationalists in South Africa. (12 marks)</p> <ul style="list-style-type: none"> i. The Nationalists were arrested/ detained or jailed by the authorities e.g., Mandela, Oliver Tambo Sisulu, Sobukwe etc. ii. Many were forced into exile or flee the country in search of political asylum and restriction. iii. A lot of violence was unleashed on them/ Killing of many nationalists and Africans such as Steve Biko and the 1960 Sharpeville massacre of school children spreading fear. iv. Deliberate policy of divide and rule was employed to weaken African unity e.g. establishment of black homelands or Bantustans which eventually brewed the conflict between ANC and IFP of Buthelezi. v. The racist regime used emergency powers to harass and frustrate Nationalist leaders. vi. Inadequate food supplies/provisions due to shortage of funds. vii. Nationalists were denied access to state owned radio and other media outlets. Those media were instead used as a means of propaganda against the nationalists. viii. Banning of trade unions also frustrated the activities of nationalists. Where they were allowed to exist, they were monitored by the police. ix. The nationalists faced the challenge of movement restrictions through the pass laws that were introduced. x. African Journalists were harassed and their newspapers proscribed by the government. <p style="text-align: right;">6x2=12</p>

SECTION C: (30 MARKS)

Answer any **two** questions from this section in the spaces provided after question 24.

22.	<p>a) Name three new states created at the end of the Second World War in 1945. (3 marks)</p> <ul style="list-style-type: none"> i. Israel ii. Federal Republic of Germany (West Germany) iii. German Democratic Republic (East Germany) iv. Democratic Peoples' Republic of Korea (North Korea) v. Republic of Korea (South Korea) <p style="text-align: right;">3x1=3</p>
	<p>b) Explain six political implications of the Treaty of Versailles of 1919. (12 marks)</p> <ul style="list-style-type: none"> i. It resulted into the creation of the League of Nations; the first international Organization dedicated to collective security. This however lacked political effectiveness because the USA refused to join. ii. It led to feelings of bitterness among the Germans since they were forced to sign without negotiation. As a result, extremist groups capitalized on this arguing that the democratic government betrayed the military. iii. It led to the rise of the Nazi Party and other far right factions with ready-made political platform/rise of ultranationalism and the Nazis. iv. It led to massive redrawing of European Boundaries by dissolving the German Austro-Hungarian and Russian empires. v. The treaty ignored the interests of the colonial people/Creation of the Mandates system triggered nationalist struggles among African states initially under German rule as the Africans felt disregarded. vi. The treaty failed to cater for the interests of the minority in Europe. The new Republic of Austria was forbidden from merging with Germany though a national vote was for the merger triggering further tension/questioning of democracy. vii. Italy was given a raw deal in the settlement. She was only given Stria, an Italian-speaking region formerly belonging to Austria thereby weakening her political ability to negotiate. viii. New independent states were created i.e. Poland, Czechoslovakia and Yugoslavia which subsequently struggled with their own ethnic and political tensions due to newly formed minority populations. ix. It caused political rifts among the victors i.e. While France wanted to strictly enforce the punitive terms to keep Germany permanently weak, Britain favored a more lenient approach to allow the German economy to recover. Additionally, isolating both Germany and Soviet Russia pushed them into signing the 1922 Treaty of Rapallo, laying the groundwork for future covert military cooperation. <p style="text-align: right;">6x2=12</p>

23.	<p>a) Give three specialized technical committees of the African Union. (3 marks)</p> <ul style="list-style-type: none"> i. Committee on Rural Economy and Agricultural matters. ii. The Committee on Trade, Customs and Immigration Matters. iii. The Committee on Industry, Science and Technology. iv. The Committee on Transport, Communication and Tourism. v. The Committee on Health, Labour and Social Affairs. vi. The Committee on Education, Culture and Human Resources. <p style="text-align: right;">3x1=3</p>
	<p>b) Explain six ways through which the United Nations promotes political rights in the World. (12 marks)</p> <ul style="list-style-type: none"> i. It has sent delegations/peace keeping soldiers to countries with political instability like Rwanda/UNAMIR. ii. It has sent election observers to member countries anytime there are elections hence ensuring transparency in the process. iii. It has facilitated political asylum to victims of political persecution worldwide. iv. It has always condemned underhand methods used by certain leaders among member states to cling to power and undermine the will of the people such as coup de tats, vote rigging, etc. v. It has recognized fully seceded countries and even signed recognition charters with them. vi. It has helped in enacting more than 80 agreements, some of them political, that have played a vital role in political rights promotion. vii. Promoting self-determination and independence. The organization has brought about independence of 80 countries that are now among its member states. viii. Settling boundary disputes. <p style="text-align: right;">6x2=12</p>
24.	<p>a) Give three differences between the Senate and the House of Representatives in the United States of America. (3 marks)</p> <ul style="list-style-type: none"> i. The House of Representatives has 435 voting members while the Senate has 100 members/more. ii. The House of Representatives has its numbers apportioned depending on the state population while the Senate has two representatives per state regardless of the population. iii. Members of the House of Representatives serve for two years and are up for re-election at the same time while members of the senate serve for six years with elections staggered every two years. iv. Aspirants for House of Representatives must be at least 25 years old while those for the senatorial position must be at least 30 years old. v. House of representatives' candidates must have been American Citizens for at least 7 years while for the senate it is at least 9 years. <p style="text-align: right;">3x1=3</p>

b) Explain **six** similarities between the Presidency of India and the Monarchy in Britain.

(12 marks)

- i. Both serve as the formal heads of the executive branch of Government in their countries/Both are Heads of State.
- ii. Both serve as the Commander-in-Chief of their respective armed forces, powers that they exercise based on the binding advice of their government ministers.
- iii. Both give assent to the bills before they become law; the Royal Assent in the UK and Presidential Assent in India.
- iv. Both the Monarch and the President hold the formal authority to summon parliamentary sessions and dissolve the lower house (the House of Commons in the UK and the Lok Sabha in India).
- v. Both are responsible for formally inviting the leader of the political party or coalition that commands a majority in the legislature to form the government and serve as Prime Minister.
- vi. In their respective parliamentary democracies, real executive and legislative power is wielded by the Prime Minister and the Council of Ministers, while the President and the Monarch serve as nominal executives.
- vii. Both have the powers to declare war and make peace with any foreign nation/aggressor.
- viii. Both endorse appointment of senior government officials.
- ix. Both have the prerogative of mercy/power to pardon convicted criminals.
- x. Both have power to confer honours to distinguished citizens.
- xi. Both must be citizens of their respective countries by birth.

6x2=12