

**PAPER 1 YEAR 2011**  
**SECTION A (25 marks)**

- 1 Give **two** unwritten sources of information on History and Government. (2 marks)
- Oral traditions/oral source
  - Archaeology/paleontology
  - Genetics
  - Linguistics
  - Anthropology
- Any 2x1 = 2 marks
- 2 What was the main reason for the migration of the Eastern Bantu from Shugwaya during Pre-colonial period. (1 mark)
- Due to attacks by the Galla
- 1x1=1 mark
- 3 Give **two** reasons why Kenyan Communities fought against each other during the pre-Colonial period. (2 marks)
- Competition for land for cultivation/settlement.
  - Competition for water/pasture.
  - To demonstrate their military power.
  - To raid for cattle.
- Any 2x1=2 marks
- 4 Identify the **two** main items of trade from the interior of Kenya during the long distance Trade. (2 marks)
- Ivory
  - Slaves
- 5 Identify **two** contributions made by the early Christian Missionaries in the field of Education in Kenya. (2 marks)
- They set up schools/encouraged Africans to go to school.
  - They taught Africans how to read/write.
  - They taught Africans vocational Skills.
  - They translated the Bible into African Languages
  - They wrote books/dictionary
- Any 2x1 = 2 marks
- 6 Give the meaning of the term 'national integration' (1 mark)
- It is the process of bringing together people of diverse backgrounds in a country.
- 1x1=1 mark
- 7 What constitutional amendment made Kenya return to a multi-party state? (1 mark)
- Repeal of section 2A of the constitution in 1991.
- 1x1=1 mark
- 8 Name the document which contains the Rights of the Child in Kenya. (1 mark)



- i. The Children's Act of 2001
- 9 Identify **two** economic benefits of the Kenya-Uganda railway during the colonial period. (2 marks)
- i. It facilitated the transportation of goods/services.
  - ii. It led to the development of urban centres.
  - iii. It facilitated the movement of traders/promoted trade.
  - iv. It opened up the interior for economic development e.g Plantation Agri & Industry
  - v. It led to the creation of employment opportunities.
  - vi. It led to the development of other forms of transport & communication e.g roads & telecommunication
  - vii. It was the major source of revenue for colonial Authority
- 10 Give **two** ways through which the white settlers acquired land in Kenya during the Colonial period. (2 marks)
- i. The colonial government provided land to the settlers.
  - ii. The white settlers bought land from the colonial government.
  - iii. The colonial government passed land legislations that encouraged white settlers to own land.
- Any 2x1=2 marks
- 11 State **two** problems faced by trade union movement during the colonial period in Kenya. (2 marks)
- i. It had insufficient funds to run its activities.
  - ii. The colonial government harassed its leaders.
  - iii. Constant wrangling among the leaders which weakened the movement/poor leadership.
  - iv. Most people did not support trade unions due to ignorance.
- Any 2x1 =2 marks
- 12 State **one** change introduced by the Lyttleton constitution of 1954 that benefitted the Africans in the struggle for independence. (1 mark)
- i. It led to the establishment of a multi-racial council of ministers to replace the Governor's executive council.
  - ii. The ban on political organizations was lifted/allowed political organizations to operate at district level.
- 1x1 = 1 mark
- 13 What was the main contribution of Thomas Joseph Mboya to the History of Kenya?
- i. He led/organized the trade union movement.
- 1x1 = 1 mark
- 14 State the main functions of parliament in Kenya. (1 mark)
- i. To make laws
- 1x1 =1 mark
- 15 Give **one** member of the AEMO at its inception in 1957. (1 mark)
- i. Daniel Arap Moi
  - ii. Masinde muliro



- iii. Lawrence Oguda
- iv. James muimi
- v. Tom Mboya
- vi. Ronald Ngala
- vii. Bernard Mate
- viii. Oginga Odinga

Any 1x1=1 mark

- 16 Name the education commission that recommended the introduction of 8.4.4 education System in Kenya. (1 mark)

- i. Mackay Report/Commission. 1x1 = 1 mark

- 17 Give **two** external sources of Government revenue in Kenya. (2 marks)

- i. Loans.
- ii. Grants.
- iii. Donations.

Any 2x1 = 2 marks

### SECTION B (45 marks)

- 18 (a) State five economic activities of the Borana during the pre-colonial period. (5 marks)

- i. They participated in trade.
- ii. They kept livestock.
- iii. They hunted wild animals.
- iv. They were gathers.
- v. They practiced crafts.
- vi. They practiced fishing.
- vii. They made iron tools.
- viii. They grew food crops.

Any 5 marks x 1 = 5 marks

- (b) Describe the social organization of the Maasai during the pre-colonial period. (10 marks)

- i. The lowest social unit was the family which comprised of the father, his wife/wives and children.
- ii. Several related families formed a clan.
- iii. The Maasai were organized into age groups age sets which were made up of people who were circumcised at the same period.
- iv. There was a warrior class whose duty was to defend the community/conduct raids.
- v. The Maasai believed in the existence of a supreme God Enkai, who was the creator of the universe.
- vi. There was a religious leader, Laibon who mediated between the community and Enkai.
- vii. They offered sacrifices to God in special places/celebrated the century that mark graduation of Martin
- viii. They believed in the existence of ancestral spirits whom they revered.

Any 5 points x2 = 10 marks



- 19 (a) State **three** reasons for the coming of the Portuguese to the Kenyan Coast in the 15<sup>th</sup> Century.
- i. They wanted to find a sea route to India.
  - ii. They wanted to spread Christianity/reduce the Muslim influence.
  - iii. They wanted to take part in the Coastal trade.
  - iv. To control strategic points on the East-African Coast from other European rivals/to act as a supply base for their sailing vessels.
  - v. Due to desire for exploration/adventure.

Any 3x1 = 3 marks

- (b) Explain **six** effects of the Portuguese rule on the East African Coast. (12 marks)
- i. The Portuguese built fort Jesus for defence purpose which later became a tourist attraction.
  - ii. Their harsh and cruel manner of suppressing rebellions led to loss of lives.
  - iii. They introduced new food crops which are staple foods for many Kenyans.
  - iv. Constant rebellions against the Portuguese rule interfered with the trading activities leading to its decline.
  - v. The coastal towns that resisted Portuguese rule were destroyed and left in ruins.
  - vi. They educated the coastal people on how to use animal manure in farming and thus increasing crop yields.
  - vii. Some words borrowed from Portuguese language were used to enrich Kiswaili language.
  - viii. The Portuguese imposed heavy taxation which impoverished the coastal people.
  - ix. They fostered good relation between the E.A and India

Any 6x2 = 12 marks

- 20 (a) Identify **three** methods used by the British to establish their rule in Kenya. (3 marks)
- i. Signing treaties between colonial agents and Africans rulers/collaboration.
  - ii. Use of military attacks against unfriendly communities/ use of force
  - iii. Establishing administrative stations/operational basis.
  - iv. Offering gifts to friendly chiefs/treachery.
  - v. Use of missionaries to pacify Africans through preaching.

Any 3x1=3 marks

- (b) Explain **six** results of the Nandi resistance against British occupation. (12 marks)
- i. The land belonging to the Nandi was alienated for white settlement.
  - ii. The Nandi lost their independence as the British established their rule.
  - iii. The Nandi were resettled in reserves where they could not carry out their farming activities.
  - iv. They were forced to live as squatters on European farms where they provided cheap labour.
  - v. There was massive loss of life as the British forces raided/carried out punitive expeditions.
  - vi. The Nandi lost property which was either destroyed or confiscated by the British.
  - vii. The Nandi lost their military superiority in the region as they were subdued by the British.
  - viii. The Nandi warriors were conscripted into the colonial security forces.



Any 6x2 = 12 marks

- 21 (a) State **five** demands made by the East African Association (EAA) to the British Colonial Government in Kenya. (5 marks)

- i. They demanded for the return of alienated land.
- ii. They wanted the colonial government to abolish hut/poll tax.
- iii. They demanded for the abolition of the Kipande.
- iv. They demanded for better working and living conditions.
- v. They demanded that elections to the legislative council be on a common roll.
- vi. They demanded for the abolition of forced labour.
- vii. They demanded for more education for Africans.
- viii. They demanded an end to compulsory destocking.
- ix. They demanded for the revocation of colonial status

Any 5x1 = 5 marks

- (b) Explain **five** factors that promoted the rise of African nationalism in Kenya after 1954 (10 marks)

- i. Acquisition of Western Education by many Africans enabled them to understand political developments at international level and forcefully demanded for independence.
- ii. The experiences of the ex-soldiers in the second world war made them realize that Europeans were not superior hence the demand for self rule.
- iii. The realization by Britain that colonies were expensive to administer hence the need to grant them self rule. The rise of power of the British labour per
- iv. The granting of independence to India in 1947 inspired Africans to demand for political independence.
- v. The support given by pan-Africansists in demanding for political independence gave Africans confidence to press for political freedom.
- vi. The decolonization policy by the United Nations inspired African nationalists to press on for independence.
- vii. The failure by the colonial government to reward the ex-world war II soldiers increased the agitation for independence.
- viii. Signing of Atlantic charts in 1941

Any 5x2 = 10 marks

### SECTION C (30 marks)

- 22 (a) State **three** circumstances that can make a Kenyan citizen to be denied the right To life. (3 marks)

- i. When defending one self/property
- ii. When effecting a lawful arrest
- iii. When preventing escape of a lawfully detailed person
- iv. When preventing a person from committing a crime/folony
- v. In a situation of war



- vi. When suppressing a riot/rebellion/mutiny

Any 3x1 = 3 marks

- (b) Explain **six** Civic responsibilities of a Kenyan citizen. (12 marks)
- i. A responsible citizen pays tax to enable the government meet its financial obligation
  - ii. To participate in community development activities to improve the welfare of people in the community.
  - iii. To participate in the democratic process by electing leaders/being elected to ensure good governance.
  - iv. To obey laws so as to enhance peace in the society.
  - v. Takes care of the environment in order to promote healthy living.
  - vi. Prevents/fights corruption to promote proper utilization of resources by all.
  - vii. Promote/protects the rights and freedom of all people in society for harmonious co-existence.
  - viii. Promotes the rule of law by reporting wrong doers/law breakers to the police.
  - ix. To participate in National debates/Barazas.

Any 6x2 = 12 marks

- 23 (a) Give **three** reasons why general elections are important in Kenya. (3 marks)
- i. They provide Kenyans with an opportunity to choose political leaders.
  - ii. They enable Kenyans to exercise their democratic rights.
  - iii. They offer alternative ideas of running the government through different political parties manifestos.
  - iv. It is a constitutional requirement.
  - v. They make elected leaders/prospective leaders work hard to ensure that they are reelected/elected.
- Any 3x1 = 3 marks
- (b) Explain **six** functions of the body in charge of elections in Kenya. (12 marks)
- i. To maintain and revise the voters' register to ensure it is up to date.
  - ii. To prepare, distribute and ensure safety of election materials/pooling stations.
  - iii. To conduct voter education in the country in order to prepare citizen for the voting exercise.
  - iv. To conduct and supervise elections so as to ensure they are free and fair.
  - v. To conduct language proficiency tests for candidates interested in for different posts before nomination is carried out.
  - vi. To announce and provide a time-table to be followed during the election period.
  - vii.** To receive nomination papers from the candidates cleared to vie by the political parties.
  - viii. To announce the results and declare the winners for the respective seats.

- 24 (a) Identify **three** social functions of local authorities. (3 marks)
- i. They issue trade licenses.
  - ii. They provide market areas.
  - iii. They provide employment opportunities.
  - iv. They approve building plans/provision of housing services.



- v. They impose cess/other levies.
- vi. Provision of education services e.g. ministry of primary schools
- vii. Provision of health/sanitation services e.g.
- viii. Provision of security and fire bridge services

Any 3x1 = 3 marks

- (b) Explain **six** challenges facing local authorities in Kenya. (12 marks)
- i. Most local authorities have inadequate funds hence not able to provide quality services.
  - ii. Increased population has led to congestion in urban centres hence overstretching the social amenities.
  - iii. Corruption/mismanagement of funds by some officers has made it difficult for the local authorities to pay its employees and provide quality services.
  - iv. Some local authorities are too small to be able to sustain themselves.
  - v. Influential politicians interfere with the running of the local authorities hence making it difficult for them to operate efficiently. Lack of authority from central Government.
  - vi. Increased crime rate has led to vandalization of properties belonging to local authorities hence leading to heavy losses.
  - vii. The presence of street families/children has contributed to insecurity/put strain on provision of social services.
  - viii. Slums have mushroomed which have interfered with proper planning leading to poor service delivery/poverty eradication.
  - ix. Poor disposal of waste has resulted to environment degradation leading to outbreaks of diseases/epidemics.
  - x. Shortage of quality material/shortage of personnel.
  - xi. Traffic congestion.





## PAPER 2

### SECTION A (25marks)

- 1 Give **two** archaeological sources of information on History and Government. (2marks)
  - i. Tools/utensils/ornaments/ornaments used by man
  - ii. Weapons used by man
  - iii. Settlements/ruins of the past/rock paintings
  - iv. Remains of human/animals
  - v. Plant remains.
  - vi. Garments/ornaments
  - vii. Coins used by man

Any 2x1 =2 marks
- 2 Give **two** reasons that made early human beings to live in groups during the Stone Age Period. (2 marks)
  - i. For companionship
  - ii. For security
  - iii. To share resources
  - iv. To help one another

Any 2x1 =2 marks
- 3 Identify **two** ways through which early agriculture spread in Africa. (2 marks)
  - i. Through migration
  - ii. Through trade
  - iii. Through intermarriages
  - iv. Through wars
- 4 State **two** limitations of using animal transport. (2 marks)
  - i. Animal are affected by poor health/injuries/attacked by wild animals
  - ii. Rugged terrain/extreme weather conditions hampers the movement of animals
  - iii. Animal transport has limited carrying capacity
  - iv. Animal transport is time consuming/slow
  - v. Animal transport is cumbersome. Some animals are stubborn
  - vi. Animal transport is limited to day-time and not right time.
- 5 Why was silent trade practiced by Trans-Saharan traders? (Open) (1 mark)
  - Due to language barrier/ lack of common language.
- 6 Identify the main factor that led to the growth of an ancient town of Meroe. (1 mark)
  - Existence of iron ore.
- 7 What was the main function of the Council of elders among Africa societies during the Pre-colonial period? (1 mark)
  - They mediated/settled disputes/made peace in the community.
- 8 State **two** social factors that led to the scramble for colonies in Africa by European Powers.(2 marks)





- i. The need to abolish slave trade
  - ii. The desire to spread Christianity/to protect missionaries
  - iii. The desire to spread western civilian/education/western civilization
  - iv. The need to settle surplus population (any 2x1 = 2 marks)
- 9 Name **one** African country that was not colonized by the European powers. (1 mark)
  - i. Ethiopia
  - ii. Liberia (any 1x1 =1 marks)
- 10 state **two** roles played by the African Chiefs in the British Colonial administration in Nigeria.(2 marks)
  - i. They represented the colonial government at the local level
  - ii. They recruited labour for public works
  - iii. They collected taxes for the colonial government
  - iv. They communicated colonial government policies to the people
  - v. They tried/heard cases in the local courts (any 2x1 = 2 marks)
- 11 Name the chartered company that administered Zimbabwe during the process of Colonization. (1 mark)
  - The British South Africa Company (BSAC) (1 mark)
- 12 Give the main reason for the formation of the League of Nations in 1919. (1 mark)
  - To promote/sustain World peace/security. To prevent the occurrence of another war. (1 mark)
- 13 Give **two** economic reasons for the growth of African nationalism in Ghana. (2 marks)
  - i. The order by the colonial government that Africans uproot cocoa trees affected by diseases
  - ii. The colonial government denied Africans trading licenses
  - iii. African farmers earned low incomes from the sale of cocoa to European firms
  - iv. High unemployment rate for the Africans.
  - v. Sharp increase in prices of goods. (any 2x1 = 2 marks)
- 14 Outline **two** factors that enable Tanzania to maintain national unity since independence.
  - i. Adherence to the policy of socialism (ujamaa)
  - ii. Application of the constitution
  - iii. Use of Kiswahili as a national language
  - iv. Leadership that was willing to embrace changes. Good leadership.(any 2x1= 2 marks)
- 15 What is 'veto power' as used by the United Nation? (1 mark)
  - A decision cannot be adopted if any of the permanent members of the Security Council votes against it. (1 mark)
- 16 Name **one** Major political party in the united state of America. (1 mark)
  - i. Republic party
  - ii. Democratic party (any 1x1 =1 mark)
- 17 Name **one** type of election held for the House of Common in Britain. (1mark)



- i. General election
  - ii. By-election
- (any 1x1 = 1 mark)

### SECTION B (45 marks)

*Answer any **THREE** questions from this section in the answer booklet provide.*

- 18 (a) Give **three** physical characteristics of the Homo erectus. (3 marks)
- i. Had upright posture/bipedal
  - ii. Had protruding jaws
  - iii. Was about 5 feet tall/1.5 m
  - iv. Had sloping forehead
  - v. Had deep set eyes/deep eye sockets
  - vi. Had hairy body
- (any 3x1 = 3 marks)
- (b) Explain six cultural practices of Homo Sapiens during the New Stone Age (12marks)
- i. Made microlithic tools which were small and more efficient than the earlier tools
  - ii. Lived in rock shelters/cave/huts to protect themselves from harsh weather/wild animals
  - iii. Decorated shelters with animal paintings/hunting scenes
  - iv. Began to domesticate animals/plants in order to ensure regular food supply
  - v. Developed speech which made communication easier
  - vi. Developed government by setting up rules/laws
  - vii. Developed religion as evidenced by the practice of burying the dead with their possessions
  - viii. They practiced simple Art and Craft work/pottery/basketry/weaving
  - ix. They started a settled way of life where they established villages
  - x. They wore a variety of garments/ clothing
  - xi. They decorated their bodies with red ochre/wore ornaments
- (any 6x2 = 12 marks)
- 19 (a) state **three** disadvantages of coal as a source of energy. (3 marks)
- i. Coal is bulky to transport
  - ii. Coal causes pollution
  - iii. Mining of coal can lead to injuries/death
  - iv. It is a non-renewable source of energy
  - v. Coal was expensive to mine and transport
- (any 3x1 = 3 marks)
- (b) Explain **six** effects of the scientific inventions on industry. (12 marks)
- i. Machines have been improved which produce goods on a large scale
  - ii. Alternative sources of energy have been developed for use in industries
  - iii. Invention of steam engine has improved transportation of raw materials to the industries/finished goods to the market
  - iv. The development of the printing press has enabled people to read and acquire knowledge/information about industrialization
  - v. There has been loss of lives through industrial accidents



- vi. Data processing/ storage has been improved by use of computers
  - vii. Robots have been developed which have reduced over reliance on human labour/reduced labour costs.
  - viii. Development of telecommunication has led to buying/selling of goods on the internet/e-commerce
  - ix. Research has enabled industries to recycle waste products in manufacturing usable goods
- (Any 6x2 = 12 marks)

20 (a) State **three** factors that contributed to the development of the Trans-Atlantic Trade.(3 marks)

- i. Availability of trade items
  - ii. Demand for slaves in the New World
  - iii. Availability of sailing ships
  - iv. The discovery of the compass
  - v. Availability of fire arms
  - vi. Existence of trade routes/links
- (3x1 = 3 marks)

(b) Explain **six** negative effects of Trans-Atlantic trade on African Communities. (12 marks)

- i. There was increased instability/conflicts among communities as traders raided for slaves
- ii. Many Africans lost their live during the slave raids
- iii. Traditional industries declined as Africans acquired a taste of European goods
- iv. There was increased suffering among families as their loved ones were separated/sold to slavery
- v. Some kingdom declined due to continuous attacks from their neighbours in search of trading items
- vi. There was destruction of property as communities raided each other for trade items
- vii. It contributed to the decline of the Trans-Sahara trade as many people found it more profitable
- viii. There was a decline in agricultural production as the able bodies people were taken away into slavery.
- ix. There was serious depopulation in west and parts of Central Africa due to slave trade.
- x. Africans lost confidence in their who sold them to slave dealers
- xi. The trade exposed W.A to new diseases
- xii. There was fear and insecurity due to frequent raids on African settlements
- xiii. Weakened African communities could not resist colonial

(any 6x2 = 12 marks)

21 (a) State **three** factors that enables European powers to colonise Africa in the late 19<sup>th</sup> Century.

- i. Disunity among African Communities
  - ii. Superior weapons used by European armies
  - iii. Weak African communities due to wars/natural calamities
  - iv. Some communities collaborated with the Europeans
  - v. African ignorance about Europeans intentions
- (any 3x1 = 3 marks)



- (b) Explain **six** effects of the partition of Africa on African communities.
- i. Africans lost independence as European established colonies
  - ii. African economies weakened by the European exploitation of the resources
  - iii. The Africans system of government were replaced by European system
  - iv. Africans adopted European language which became official languages in the colonies
  - v. Modern African state were created by the boundaries drawn during the partition
  - vi. Some African communities were split by the boundaries which were drawn during the partition
  - vii. Africans lost land as Europeans established permanent settlements
  - viii. Africans lost their lives/property as they resisted occupation
  - ix. African culture were undermined through the introduction of Western education/spread of Christianity/health
  - x. Closer ties were forged between Africans and Europeans which created overdependence on Europe.
  - xi. Intensification of warfare among African community
  - xii. Infrastructure was developed in ling major mini and Agricultural areas
  - xiii. Introduction of new policies e.g forced labour
- 22 (a) Give **three** functions of the Kabaka of Bunganda Kingdom during the pre-colonial Period.
- i. He was the Commander in-Chief of the armed forces
  - ii. Kabaka appointed/dismissed Saza chiefs/senior government official
  - iii. He was head of traditional religion
  - iv. He was the head of judiciary/final court of appeal
  - v. He awarded honours to officers who offered distinguished service/land as award
- (any 3x1 =3 marks)
- (b) Describe the political organization of the Shona During the pre-colonial period.
- i. The shone were ruled by an emperor/King who had absolute authority over the subjects
  - ii. The emperor's position was hereditary so as to reduce succession dispute
  - iii. The emperor was assisted in the administration by the queen mother, the queen sister, army commander, head drummer, head door keeper or head cook
  - iv. There was an advisory council whose work was to advise the emperor
  - v. The empire was divided into provinces which were headed by Provincial/lesser kings
  - vi. The provinces were divided into Chiefdoms ruled by chief
  - vii. Under the chief were headmen who were in charge of the villages
  - viii. The empire had a standing army whose main duty was to defend/expand the empire
  - ix. The king/Emperor was symbol of unity as he was semi-divine
  - x. There existed priests who acted as spies for the emperor/king (any 6x2 = 12 marks)
- 23 (a) Identify **five** ways through which the United Nations (U.N) promotes good Governance in the world. (5 marks)
- i. Send observers to monitor national elections in various states



- ii. Provides financial/logistical assistance to countries during national elections
- iii. Helped countries to attain independence/establish democratic government
- iv. Sends peace keeping forces to war torn countries
- v. Ensures representation of member states in the general Assembly
- vi. Arbitrates disputes between countries/warring groups.
- vii. Monitors/condemns violation of human rights (any 5x1 = 5 marks)

(b) Explain **five** achievements of the Non-aligned movement (NAM) since its Formation.

(10 marks)

- i. Provided a platform where member countries would speak with one voice in international for a
- ii. He encouraged member countries to articulate their national interests before those of the super power
- iii. Enables the member countries to exert their voting power/influence in world affairs
- iv. Hastened the attainment of independence to those countries that were still under colonial rule
- v. Has promoted peace/security by encouraging member countries to observe neutrality in super power conflicts
- vi. Has played a key role in disarmament by condemning the arms race.
- vii. Has promoted the creation of a new international economic order by encouraging member countries to trade with any of the two super power blocs/financial assistance from each power bloc
- viii. Has given funds to the needy countries through a fund, created to address demanding circumstances. (any 5x2 = 10 marks)

24 (a) State **three** objectives for the formation of Common Market for Eastern and Southern Africa (COMESA) (3 marks)

- i. To cooperate in creating a conducive environment for foreign/cross border/domestic investment
- ii. To cooperate in the promotion of peace/security/stability among member states
- iii. To strengthen relations between COMESA members and the rest of the world/adopt a common position in international for a
- iv. To cooperate in realizing the objectives of the African economics community
- v. To promote a more balanced/harmonious development of its production/marketing structures
- vi. To promote joint development in all economic fields in order to raise the living standards of the people. (any 3x1 = 3 marks)

(b) Explain **six** challenges facing the Common Market for Eastern and Southern Africa. (COMESA)

(12 marks)

- i. Poor transport network has hampered movement of goods/services between member states
- ii. The member countries produce similar goods thus limiting the market
- iii. Some member countries belong to other regional economic blocks/hence not fully committed to COMESA



- iv. Civil wars in some members states hamper smooth flow of goods due to insecurity hence lowering the volume of trade
- v. Border disputes among some members states make it difficult for them to cooperate
- vi. Some members states prefer trading with their former colonial masters thus posing stiff competition to products from COMESA region
- vii. Failure of some member states to harmonise tariffs has undermined free flow of goods/services
- viii. Withdrawal of some members states has undermined the planning/financial of COMESA operations.
- ix. Member states pursue their national interests thereby working against the objectives of COMESA
- x. Personality differences btw leaders e.g museveni and Al-Bashir
- xi. Quarrels over trading rights under COMESA Egypt and Kenya.
- xii. Natural calamities e.g draughts, floods leading to massive food shortages and famine.

