**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ index No \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidates’ signature \_\_\_\_\_\_\_\_**

**311/1**

**History and Government**

**Paper 1**

**July/ August 2014**

**2 ½ Hours**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**History and government**

**Paper 1**

**2 ½ hours**

**INSTRUCTIONS**

**-**This paper consists of three sections A, B and C.

- Answer all questions in section A, three questions in section B

and two questions in section C.

- Answers for all questions must be written in the answer sheet provided.

***This paper consist of 3 printed pages***

***Turn over***

**SECTION A (25 MARKS)**

***Attempt all the questions in this section***

1. State **tw*o*** ways in which the Kenyan constitution promotes national unity. (2 marks)

2. Identify **tw*o*** clans among the Abakuria. (2 mark)

3. State **two** aspects of Luo social organization. (2 marks)

4. Name the family that ruled island of Lamu in 19th century. (1 mark)

5. Which is the most important right enjoyed by citizens in Kenya? (1 mark)

6. Give the **main**results of second Anglo- Maasai agreement of 1911. (1 mark)

7. Give **two** methods used by British to establish colonial rule in Kenya. ( 2 marks)

8. Highlight **tw*o*** objectives of local native councils during colonial period. (2 marks)

9. State the **main** reasons why colonial government denied Africans higher education. (1 mark)

10. Name the European farmer who founded the planters association which later became

political party for settlers. (1 mark)

11. Give **two** problems faced by early political organizations. (2 marks)

12. List **two** independent schools during colonial period. (2 marks)

13. Identify the **main** reason for the formation of Kenya African Democratic Union in 1960. (1 mark)

14. State **one** challenge facing harambee philosophy. (1 mark)

15. Explain why the government formulated land policies after independence. (2 marks)

16. Who takes office on interim basis incase the office of governor and deputy are left

vacant in the county. (1 mark)

17. Give the number of elected members in the house of the senate. (1 mark)

***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 HISTORY P.1*** 2.

**SECTION B (45 MARKS)**

***Attempt three questions***

18. (a) Identify **thre**e grade for elders among the Akamba. ( 3 marks)

(b) Describe the political organization of the Agikuyu in pre-colonial period. (12 marks)

19. (a) State **fiv**e reasons why Sayyid Said choose Zanzibar as his headquarters in

East Coast of Africa. (5 marks)

(b) Explain **five** effects of Oman rule along the coast. (10 marks)

20. (a) In what **five** ways did trade union movements contribute to the struggle for

independence in Kenya. (5 marks)

(b) Outline **five** constitutional changes which lead to independence in Kenya. (10 marks)

21. (a) name **three** commissions which have been appointed to advice the government on

changes in education since independence. (3 marks)

(b) Describe the achievements of education sector in Kenya since independence. (12 marks)

**SECTION C (30 MARKS)**

***Attempt two questions***

22. (a) Identify **three** levels of conflicts. (3 marks)

(b) Explain **six** ways in which conflicts may have a negative effect in Kenya. (12 marks)

23. (a) Identify **three** categories of Kenya prisons. (3 marks)

(b) Explain **six** factors that make it difficult for prisons departments in Kenya to

work effectively. (12 marks)

24. (a) Identify **three** composition of the cabinet in Kenya. (3 marks)

(b) Discuss **six** factors that may undermine the supremacy of Kenya’s parliament. (12 marks)

***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 HISTORY P.1*** 3.

**311/1**

**History and Government**

**Paper 1**

**July/ August 2014**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**History and government**

**Paper 1**

**Marking scheme**

**SECTION A**

1. - Guarantee equal opportunities to all Kenyans.

- Promote protection to individuals against any form of dissemination

- Provides for unitary government.

2 x1=2 marks

2. - Abiriegi.

- Abahiri chacha(Abahinchacha)

- Wasimbete

- Watobori

- Abakuntu

- Abagumbe

- Abanyabasi

- Abakira

2 x1=2 marks

3. - family was the basic social unit.

- Related families lived together in village.

- Initiation at puberty was through extraction of six lower teeth.

- Believed in one creator God – Nyasaye

- believed in ancestral spirits.

- Some rivers, rocks and hills were considered sacred.

- Offering and sacrifices were offered to God under shrines and trees.

- There was division of labour based on age and gender.

2 x1=2 marks

4. - Nabahan family

1 x1=1 mark

5. - the right to life

1 x1=1 mark

6. - Maasai were moved from Laikipia to dry Ngong reserve.

1 x1=1 mark

7. - sighing of treaties.

- Use of force

- Construction of administration, communication and trade centers.

- Collaboration.

2 x1=2 marks

8. -encourages and develops a sense of responsibility and duty towards the state among

African leaders.

-provide forum where Africans could express themselves.

***This paper consists of 5 printed pages***

***Turn over***

- Provide means through which the government could come to understand the African and be

able to contain them.

9. - the beliefs that Africans were not intellectually mature to pursue higher education.

1 x1=1 mark

10. Lord Delamare

1 x1=1 mark

11. - harassment from colonial authorities.

- Arrest and deportation of leaders.

- wrangles between the leader.

- Lack of experience by leaders to manage these organizations.

- Shortage of fund to implement the programme.

- Disunity among the organizations resulting from them being ethnic –bases.

- banning of the organization by colonial government in 1940.

2 x1=2 marks

12. - Kikuyu Independent School Association (KCSA)

- Kikuyu Karinga Education Association (KKEA)

2 x1=2 marks

13. - formed to protect interests of the minority ethnic groups against being dominated by

Agikuyu and Luo in KANU.

1 x1=1 mark

14. -good intentions of harambee have been abused as it has been misused to buy voters.

- is has been used a s a way to stage public shows between haves and have not.

- money raised some times is not used for intended purpose.

- there were cases when people were coerced to contribute.

1 x1=1 mark

15. - to reduce the high incidence of landlessness.

- to increase agricultural production.

-to achieve equality in the destruction of land.

- ensures maximum use of land.

- to promote environmental conservation.

2 x1=2 marks

16. - the speaker of county assembly.

1 x1=1 mark

17. 47.

1 x1=1 mark

**SECTION B**

18. (a) – Anake –junoir elders.

- Nthele – medium elders.

- Atumia ma kivalo – full elders.

- Atumia ma kisuka – senior elders.

3 x1=3 marks

(b) Political organization of the Agikuyu.

- Agikuyu had a decentralized political system .

-Smallest political unity was the family led by the father.

- Several families made up a clan.

- Clan was the basic political unit and it occupied a territorial unit (mbari) usually along one ridge.

- Each clan was ruled by a council of elders- kiama.

- Functions of council of elders included solving land disputes and presiding over

religious ceremonies.

2.

-Above the council of elders was the senior council of elders called kiama kia nduudu.

-Kiama kia nduudu was the final court of appeal and dealt with civil and criminal cases.

- They practices an age set system which provided warriors.

- The warriors defended the communities from external attacks.

- They had ritual experts like prophets, medicine men and diviners.

6 x2=12 marks

19. (a) – Central location of Zanzibar which enabled him to effectively control East African coast.

- Warm climate of the island.

- Green and pleasant environment of Zanzibar.

-Deep natural harbour of the town.

- Clean drinking water on the island.

- Strategic location for long distance and international trade.

- Abundant rainfall for agriculture.

- Fertile soil for cultivation of clove.

- Loyalty to Oman throughout the period of her struggle to control the East African Coast.

5 x1=5 marks

(b) – Growth of slave trade.

- Growth of towns eg Zanzibar.

- Local, long distance and international trade grew.

- Linked East Africa coast to the rest of the world.

- Spread of Islamic religion.

- Growth of plantation agriculture.

- Missionaries came to East Africa Coast in an attempt to stop slave trade.

Five well explained points 5 x2=10 marks

20. (a) – Trade unions gave financial assistance to political l parties.

- They trained leaders who were to lead nationalist activities eg Tom Mboya.

- They opposed repressive colonial policies through strikes and boycotts.

- They sensitized the workers on the importance of joining political and supporting the

courses of nationalism.

- They articulated nationalistic grievances after the ban of political parties during emergency.

Any 5 x1=5 marks

(b) Constitutional changes leading to independence.

- 1944 saw the nomination of the first African in the legco ie Eliud Mathu.

- 1946 there was an addition of BA Ohang to legco.

- 1948 the nominated Africans in legco reached four.

- 1952 there were six nominated Africans in legco.

- 1954 Lyttleton constitution created rulers- racial conduct of ministers B.A Ohanga

the first African minister.

- Lyttleton constitution allowed African general elections which was conducted in 1957

(eight constituencies)

- 1958 Lennox –Boyd constitution raised elected Africans to “14” and Africa ministers to two.

- 1960- Lancaster house constitutional conference gave majority seats in the legco to the Africans.

- 1962 Second Lancaster house constitutional conference the independent constitution was drawn.

Any 5 x2=10 marks

21. (a) – Ominde 1964

- Gachathi 1976

- Mackay 1982

- Kamunge 1978

- Koech 1999

Any 3x1= 3 marks

3

(b) Increase in enrollment of pupils in primary and secondary.

- Improvement in school infrastructure through constitution of more primary and secondary school.

- Rapid use in enrollment of university standard and number of universities.

- Establishment of post secondary institutions to train middle level manpower in field

of agriculture, forestry, catering and co- operates.

- Establishment of post secondary institutions to train middle level manpower in the

filed of agriculture.

- Establishment of harambee institutions of technology in many districts to equip secondary

schools leaves with appropriate skills for employments.

- Establishment of semi- autonomous government agencies to perform special

duties eg KNEC,KLB etc

- The starting of 8.4.4 system of education in 1985 to offer practical-orientated education.

- The re-introduction of free primary education in 2003.

- The introduction of tuition free secondary education in 2008.

Any 6 x2=12 marks

**SECTION C**

22. (a) –Individual against individual.

- Individual against the state.

- Community against community.

- State against state.

- Community against the state.

Any 3x1= 3marks

(b) – Massive displacement of people there by becoming refugees.

- Destruction of property ie farm and buildings.

- Fear and insecurity due to anarchy.

- Loss of lives as people are killed.

- Starvation due to destruction of crops and disruption of agricultural activities.

- Poverty due to economic decline.

- Human suffering and misery becomes widespread.

Any 6 x2=12 marks

23. (a) – principle institutions eg kamiti, Naivasha maximum security prisons.

- District I and II prisons.

- Youth institutions.

- Youth corrective training centers.

3 x1=3 marks

(b) – Inadequate / dilapidated facilities have led to congestion and frequent outbreak of diseases.

- Increase in the number of prisoners has led to poor living conditions.

- Inadequate finances have led to provision of poor services such as food.

-Inadequate number of prison wanders leads to overworking hence brutal handling of prisoners.

- Poor living conditions/ low salaries of prison officers has demoralized them and affected

their performance of duty.

- Corruption in prison has forced some prisoners to pay bribe so as to get better services.

- Shortage of trained counselors to assist in reforming the inmates effectively.

- Inadequate food and medical facilities and clothing for inmates.

- Some inmates have become hardened thus difficult to rehabilitate.

- Political interference may affect prisoners and warders.

Any 6x2=12 marks

4.

24. (a) – The president.

- The deputy president.

- Attorney general.

-The cabinet secretary.

Any 3 x1=3 marks

(b) – Increase powers of the cabinet.

- Peoples customs and traditions as parliament can not pass laws against customs unless

people want change.

- Kenya’s constitution is the supreme law.

- Parliament supremacy is side stepped in the event that the president declares a state of emergency.

- Application of international laws dictates the nature of legislation from parliament.

- Legislation by county government complete with legislation in the government.

- Laws made by the current parliament can be changed, reviewed or amended by a future parliament.

Any 6 x2=12 marks

5.

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ index No \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidates’ signature \_\_\_\_\_\_\_\_**

**311/2**

**History and Government**

**Paper 2**

**July/ August 2014**

**2 ½ Hours**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**History and government**

**Paper 2**

**2 ½ hours**

**INSTRUCTIONS**

**-**This paper consists of three sections A, B and C.

- Answer all questions in section A, three questions in section B

and two questions in section C.

- Answers to all questions must be written in the answer sheet provided.

***This paper consist of 3 printed pages***

***Turn over***

**SECTION A (25 MARKS)**

1. What is meant by paleontology. (1 mark)

2. State the earliest form of art by early man. (1 mark)

3. Why was the trans-Atlantic trade referred to as triangular trade? (1 mark)

4. State two ways in which railway transport promoted industrialization in Europe. (2 marks)

5. State one way through which European powers maintained peace among

themselves during partition of Africa. (1 mark)

6. State to pottery- making styles associated with iron working. (2 marks)

7. Identify two terms of the treaty signed between Lobengular and Charles Rudd

the BSA company representative. (2 marks)

8. State two methods used by Ghananians in articulating their quest for nationalism. (2 mark)

9. State two regions that attempted to break away from Congo during 1960s Congo criss. (2 marks)

10. Identify two fighting methods used in the First World War. (2 marks)

11. Name two sources of laws for British unwritten constitution. (2 marks)

12. State the main function of e international court of justice. (1 mark)

13. State the main objective of the Marshall plan after the Second World War. (1 mark)

14. State two demands of the Australian government towards Bosnia after the assassination

of Franz Ferdinad. (2 marks)

15. Name one leader who was the founder of the non-Aligned movements. (1 mark)

16. Name the head of the government in Aristocratic government. (1 mark)

17. Which body is in charge of elections in USA. ( 1 mark)

***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 HISTORY P.2*** 2.

**SECTIOM B (45 MARKS)**

***Attempt three questions only***.

18. (a) State five changes that marked Agrarian revolution in Britain. (5 marks)

(b) Describe five effects of food shortage in Africa and the rest of the

third world countries. (10 marks)

19. (a) State three uses of the wheel in Mesopotamia . (3 marks)

(b) Outline the developments in space exploration. ( 12 marks)

20. (a) State three factors that led to the decline of Athens . (3 marks)

(b) Explain five effects of urbanization in Europe during the 19th century. (12 marks)

21. (a) Identify five reasons why Lewanika collaborated with the British. (5 marks)

(b) Describe five results of Lozi collaboration. (10 marks)

**SECTION C (30 MARKS)**

***Attempt two questions***.

22. (a) State five reasons why the British used direct rule in Zimbabwe. (5 marks)

(b) Explain five main features of British direct rule in Zimbabwe. (10 marks)

23. (a) Give three reasons why USA was reluctant to join first world war during

the initial stage. (3 marks)

(b) Describe six achievements of the League of Nations. (12 marks)

24. (a) Outline the structure of ECOWAS. (5 marks)

(b) Discuss five challenges facing ECOWAS. (10 marks)

***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 HISTORY P.2*** 3.

**311/2**

**History and Government**

**Paper 2**

**July/ August 2014**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**History and government**

**Paper 2**

**Marking scheme**

1. - it is the scientific sturdy of mans past fossil remains.

1 x1=1 mark

2. -rock art.

1x1=1 mark

3. - It operates on triangular routes Western Europe- West Africa – America/ West Indies

and back to Western Europe to form a triangular route across Atlantic oceans.

1 x1=1 mark

4. - facilitated the transport of bulky and heavy raw materials to industries.

- speeded up transportation of manufactured goods to various markets.

- facilitated the transportation of heavy industrial sources of energy.

- Transported industrial workers to industries and back enhancing performance.

- It opened mining and farming in the interior for raw materials.

- facilitated transport of heavy machines in the installation in industries.

2 x1=2 marks

5. - By sighing treaties among themselves/ free navigation on rivers.

- By organizing Berlin conference/ reorganizing various sphere of influence.

1 x1 =1 mark

6. - kwale –ware

- Ukerewe- ware

2 x1 = 2 marks

7. - BSA company was given exclusive rights to exploit minerals in Lobengulas territory.

- Lobengula was not allowed to sign any concession of land or minerals without the

consent of Rhodes.

-Lobengula was to receive a monthly salary of £100, 1000 rifles, ammunition and a gun

boat to patrol river Zanzibar or £500 instead.

2 x1=2 marks

8. - held public rallies to mobilize masses hence articulate their grievances.

- Trade union in their struggle for independence.

- Mobilized protests and demonstrations against colonial rule.

- wrote publications and other literature to voice African course ie Accra evening news’

- International forums ie Pan-African Congress (5th ) held at Manchester in 1985.(5th)

- participated in constitutional negotiations eg burns and coussay constitutional negotiations.

2x1=2 marks

9. - Katanga (shaba) region.

- Kasai province

- Kisangani province.

2 x1=2 marks

***This paper consists of 5 printed pages***

***Turn over***

10. - use of poison gas by Germans

- Use of airplanes to bomb camps in 1915.

- Use of tankers by Britain 1915.

- Use of submarines by Germans

2 x1=2 marks

11. - customs

- Presidency / case laws.

- Judicial decisions.

- Historical documents ( magna –carta)

- Acts of parliament (statues)

Any 2 2x1=2 marks

12. -settled international disputes between nations.

1 x1 =1 mark

13. - making contributions towards economic recovery of some European countries

that had been affected by World War II.

1 x1=1 mark

14. - demanded for an explanation about the murder be made.

- demanded for the banning of all Anti- Australian movements.

- Australia police to enter Bosnia and the involved in be investigating the murder.

2 x1=2 marks

15. - broz tito –Yogoslavia

- Gamal Abdel Nasser – Egypt.

- Jawaharlal pandit –india

- Dr Ahmed surkano –Indonesia

- Chno-en-lai- china.

1x1=1 mark

16. - king /Queen

1x1=1 mark

17. - Electoral college.

1x1=1 mark

**SECTION B (45 MARKS)**

18. (a) – Abolition of fallows.

- Land enclosure system.

- Selective breading.

- Intercropping and crop rotation.

- Mechanization of farming.

- Land reclamation.

- Large scale farming.

- Establishment of the royal agricultural society.

Any 3 x1=3 marks

(b) – Dependency on food aid from the developed countries.

- Loss of life during prolonged famine.

- Conflict and insecurity in areas with food scarcity.

- Refugee problem as people migrate to their countries.

- High infant mortality rates resulting from malnutrition.

- High debt burden since all the countries revenue is channeled towards food and not

serving their foreign debts.

- Dumping problem – areas of food shortage become dumping grounds for food stuffs which

are not consumed in developed countries ie GMO,s

2.

- Increase in insecurity and political instability. The people who do not have food may

result to crime and violence.

- Increase in poverty levels.

Any relevant 5 x2=10 marks

19. (a) – Pottery – clay was shaped into pots on the potters wheel.

- Irrigation – the pulley on the shadoof was fitted with a wheel.

- Warfare – wheels were fitted on chariots to transport soldiers and weapons.

- Transport – wheels were fitted on animals and human –drawn carts to carry goods and passengers.

3 x1=3 marks

(b) -4th 1957 soviet union became the 1st county to launch an artificial satellite into space sputnik 1.

- 31st January 1958 USA too launched a satellite.

- 1961 Yurn Gagarin USSR became the first person to travel into space.

- 10th July 1962 – Telstar launched the first international communication satellite.

- 10th July 1969 Neil Armstrong in Apollo II space craft of USA became the first person to

land on moon. He was followed by astronomers Edwin Adin and Michael Collins.

- 1981 Columbia the first of the space shuttle space craft and most recent was launched in the USA.

- June 1983 Sally Ride of USA aboard the space shuttle challenger became the first

female astronault to travel into space.

Any 6 x2=12 marks

20. (a) – The outbreak of plague in 429 BC which killed many people.

- The destruction of the Piraens port by Sparta.

- External attacks by Sparta in 431 BC Macedonia 338 BC and Romans 86 BC.

-Attack by French and later by Ohoman empire 3 x1=3 marks

(b) – Landless peasants migrated to urban centers in search of employment (rural migration)

- Inadequate housing in urban countries led to the development of slums/shanties.

- Pollution of the environment arising from industrial waste that was untreated.

- Expansion of trade.

- Poor sanitation let to frequent outbreak of epidemics such as cholera and typhoid.

- Expansion of agriculture to provide food.

- The suffering and frustration of urban life led to immorality such as alcoholism and drug abuse.

- Created employment opportunities.

- Inadequate food supply for the large urban population led to starvation.

- Excessive rural –urban migration led to widespread unemployment.

Any 6 x2=12 marks

21. (a) –To safeguard his position as king of Lozi.

- Seek protection from British from local enemies ie Sesheke chiefs.

- To safeguard independence of his people.

- Protection against external enemies ie Nbebele.

- Convinced by missionary Francois Coillard to seek British protection.

- Encouraged by chief Khama of the Ngwato to co-operate with British.

- He desired Western education and civilization which would be introduced by missionaries.

- Threats from Portuguese power, Boers and German force him to collaborate with British.

- Lewanika realized the futility of resisting.

Any 5 x1=5 marks

(b) –Loss of independence to Bulozi and eventual colonization.

-Lewanika was made a paramout chief.

- British presence prevented other European from expanding to Bulozi land ie Boers, Germans

and Portuguese.

- Lozi benefited from Western education and medical services.

- Lewanika authority was reduced. 3.

- Bulozi was incorporated into British protectorate of Northern Rhodesia.

- Lozi people were appointed in colonial administration.

- Bulozi was used as a base to conquer neighbouring communities.

-Large numbers of settlers came to Bulozi.

- BSACo exploited minerals, land and other resources.

- Traditional activities ie witchcraft and slavery were abolished.

- Schools, hospitals and infrastructure were built by British.

Any 5 x2=10 marks

**SECTION C (30 MARKS)**

22. (a) – During the British conquest the traditional system of administration (Indunas) had

been dismantled.

- British wanted to totally subdue people of Zimbabwe.

- Zimbabwe had large population of settlers who could not be ruled by African chiefs.

- Chimurega uprising 1896- 97 eroded European confidence in traditional Africa leadership.

- BSACo had adequate manpower to administer the region.

- There were minerals which British wanted to exploit blocking Africa.

- BSA co had adequate funds to pay European administers.

5 x1=5 marks

(b) – There was wide spread alienation of African land.

- Africans were excluded from governance.

- There was widespread suffering and oppression of Africans.

- There was racial segregation through the policy of parallel development.

-British settlers considered Zimbabwe a white settler colony.

- Imposition of forced labour on the Africans.

- Africans were heavily taxed.

- African education was neglected.

- Imposition of pass laws.

- Africans were impoverished.

Any 5 x2=10 marks

23. (a) – The manroe doctrine of 1823, discouraged USA involvement in European wars.

- USA had trade relations with both parties.

- Presence of people of German descent in USA.

- Fear of revolt by her citizens of German origin.

- Fear of civil war between Americans of German origin and those of other European nation.

- The war had not directly affected the interests of USA until 1916.

Any 3 x1=3 marks

(b)- They prevented many invasion and wars eg over Bulgaria and Greece through signing

of peace pacts.

- It helped in economic reconstruction of European states eg in Australia and Hungary.

- It supervised mandate territories eg Togo, Tanganyika and Cameroon.

- They held disarmament conferencess in Washington, Geneva and London.

- Through the international labour organization (ILO) they drew agreement in matters

concerning freedom of workers, abuse of women and children as well as adequate minimum wages.

- The health organization helped control and eradication of diseases eg malaria,

Leprosy, typhoid fever.

- The committee on intellectual cooperation promoted education and spread of ideas.

- The league also helped to eradicate vices like trade in women and children , drug trafficking.

Any 6 x2=12 marks

4.

24. (a) – Authority of heads of state which is the highest decision making organ.

- Council of ministers responsible for general management of the organization.

- Executive secretariat which is responsible for the day to day administration of the community.

- The tribunal which interprets the treaty and settle disputes.

- Specializes commissions eg trade customs and immigration.

5 x1=5 marks

(b) – the large geographical region covered pose coordination difficulties.

- Poor infrastructure makes it difficult to transact business.

- Ideological divisions between Anglophone, lusophone and francophone West African

states is a stumbling block.

- Political instability of member states eg in Liberia, Sierra Leone, Burkinafaso.

- Foreign interference especially French soldiers in Cote d’vore and Mali.

- Member state violate the regulations of the organization with impurity eg border closures in Ghana.

- Mistrust among members eg Nigeria is treated with suspicion due to its military strength

and economy.

- Border conflict eg between Nigeria and Cameroon.

- Divided loyalty due to membership to other organization like commonwealth, UA and

French community.

Any 5 x2=10 marks

5.