

**General studies and Communication Skills**

**SENIOR FIVE END OF YEAR EXAMINATIONS, 2021**

**SUBJECT: GSCS**

**DURATION: 2 HOURS**

**INSTRUCTIONS:**

1. Write your names and class on the answer booklet
2. Do not open this question paper until you are told to do so.
3. This paper has two sections, section A and Section B
4. Answer two questions as instructed
5. Each question carries **25marks**
6. Use a **blue** or **black** pen

**SECTION A : Attempt 1 question (25marks)**

1. (a) Examine the factors hindering agricultural modernization in Africa.

(b) Explain the policy measure being taken to modernize agriculture.

2. Discuss the merits and demerits of family planning in your country.

3.(a)Discuss the causes of poverty in Africa

(b) What are the measures that being taken to reduce poverty in Africa?

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SECTION B: Compulsory Question

4.  **Read the passage below and then answer the questions that follow**

There are four peaks to climb until Manny reaches the top of the mountain. Each ledge is thinner and more dangerous than the last. Thankfully, he has a strong cane. He uses the cane to pull himself up. The climb is cold and snowy.

Day turns to night and back to day again. A strong gust of wind threatens to blow him off course .But he persists.

The last thing Manny remembers is opening his eyes at the bottom of the mountain. He doesn’t remember how he got there. To make things even stranger, he is wearing a fancy tuxedo.

The woman he loves is at the top of the mountain, waiting. He can hear her sweet voice, singing.

He remembers that she is waiting for him, but he doesn’t remember anything else. Manny guesses he must have had an accident. *May be I hit my head and now I have amnesia!* he thinks

The snow is thick and cold. It gets in his mouth as he climbs. He must be hungry because it tastes sweet like sugar.

“Hello! Is anyone there?” Manny asks.

“Hello! Is anyone there?” he hears back. It’s the sound of his own voice—an echo coming back at him.

“I love you! I’m waiting for you!” he hears. Now this, this is not *his* voice. This is the sound of his love calling for him.

He climbs higher and higher. Closer and closer. His arms ache from pulling. His tuxedo is covered in snow. Manny is soaking wet and exhausted. But he is also determined to get to the top.“I love you! I’m coming!” he calls back.

He hears what he thinks is the faint sound of laughter. Deep and booming.

The laughter of the gods? Suddenly, the mountain is flooded with light. It’s as if the sun were behind a door that suddenly flung open.

The mountain begins to spin, and Manny hangs on with all his might.

“Why is this happening?” he cries. But no answer comes.

The mountain spins and spins. The room spins and spins. It’s bright and then dark again. He sees trees and bright lights. Manny closes his eyes and falls off the mountain. He fears this could be the end.

When he lands, it is warm and soft. He feels himself lifted through the air. It is as if fate has saved him. The next words he hears are:“Whoops, that was a close call. We almost lost our groom!”“Good catch!” says another voice.

Manny opens his eyes and find himself on top of the mountain. Bella! The woman he loves! He rubs the snow from his eyes. The whirlwind had somehow picked him up and placed him right next to her. Bella stands in a pile of white snow, wearing a beautiful wedding dress. Manny laughs because he’s soaking wet and dirty, covered in sticky snow. He kisses her and she giggles. “You taste like candy!” she says. “I’m so glad you’re back! I thought you would miss the wedding!”

“Wedding?” Manny says. “I don’t remember! Are we getting married?”“Oh no! Not us,” Bella says, laughing. “Them!”She points to the sky, and for the first time he sees everything. There is a skylight and sunshine. There is music playing. And people. Giant people!

Manny screams and falls back into the snow. Giants! As tall as the mountain! Taller! One of them comes by and puts their face, with a huge eyeball as big as his head, right up to him. He thinks back to the laughter he heard before and the sunlight, suddenly so bright. Gods! It’s all the work of Gods. Suddenly, he is lifted up into the air. A giant hand is coming for him. This is surely the end now.

A giant eye, a giant mouth. He is about to be eaten!

And then he sees it, a giant… napkin? He hears Bella laughing below him as the soft napkin cleans his ears, his face, and his suit. When he is completely clean, he is placed back on top of the mountain’s snowy peak. He stands upright next to Bella, and she holds his hand. The giant walks away as if nothing unusual at all has happened.“You look beautiful,” Bella says. “All clean! Are you ready?”

Music starts to play. Manny hears a voice say: “Introducing the bride and groom!”

The mountain is moving through the air, soaring, rolling. Bella grabs his hand tightly and whispers “Get ready.”

One of the giants leans down and pats his head. He notices she looks just like Bella. She’s dressed in a beautiful white gown. This giant is also a bride.

“You’re beautiful, little man!” the giant says. At that, she takes out a giant knife.

The mountain tips slightly, as if a slice is being cut out of it. He sees the bride feeding cake to the groom. The groom takes a big bite, and she smears frosting all over his face. *That’s why the snow tasted so sweet*, Manny thinks. *It’s not snow at all. It’s cake frosting!*

The snowy mountain is wheeled back into the corner, and Bella and Manny are finally alone together.

“I love you!” Manny says, and he takes her hand and kisses her sweetly. The kiss is every bit as sweet as the cake they are standing on. Two wedding cake toppers in love.

**Questions**

( a) What is “the mountain” in the story?

(b) Where does the story take place?

(c) The “mountain” in the story is not a normal mountain. What evidence from the story that supports this conclusion?

(d)What is this story mostly talk about?

( e) Who is getting married in the story?

(f)Why are Manny and Bella wearing wedding clothing?

(g)Identify and explain the key points in the story where the reader is given clues about what the story is really about.

Marking scheme comprehensive exam

1. **a. Agricultural modernization** is the transformation of agriculture from

small scare subsistence production to high yieldingcommercialized agriculture.

1. **Obstacles hindering agricultural modernization.**

* **Limited capital** by farmers which limits use of mechanization, fertilizers and pesticides by farmers
* **Limited domestics and foreign markets** foragricultural productsdiscourage commercialized production.
* **Poor infrastructure** especially feeder roads in rural areas hinders access to markets of agricultural products.
* **Landfragamentationhas** discouraged large-scale commercialized agriculture in some parts. E.g.: western region.
* **Rigid cultural beliefs:** Most farmers are conservative,i.e. stick to their traditional farming methods and are very reluctant to adopt new modern farming practice.
* **Poor land tenure system e.g.** communal land ownership limit agricultural modernization.
* **Corruption and embezzlement of funds** in the ministry of agriculture Animal industry has hindered agricultural modernization e.g. the loss of money meant for construction of valley dams.
* **Low price** for agricultural product discourage large- scaleproduction in the agricultural sector.
* **Limited skills by farmers** and hence inability to apply modern farming methods and practices
* **Natural factors** such as prolonged drought, pest and diseases e.g. cassava mosaic and coffee wilt disease reduce agricultural production.
* **Limited manpower for agriculture extension services**hinders the dissemination of research finding and modern methods of farming to farmers.

1. **Policy measure being taken to modernize the agricultural sector**

* **Rehabilitation and extension of infrastructure** e.g. highways, feeds roads, etc. to rural areas to facilitate easy access of produce to markets
* **Provision of credit facilities** such as loans to farmers in agricultural sectors.
* **Land reform**  to encourage investment and increase productivity in the agricultural sector.
* **Economic integration**to expand the market for agricultural producee.g EAST AFRICAN COMMNITY COMESA,IGAD,CONGO BRAZAVILLEetc
* **Restoration and maintenance of a peaceful politically stable atmosphere in**the country.
* **Liberalization of marketing** of agricultural produce has enabledfarmers to get higher prices and prompt pay for their products.
* **Agricultural Research** through RABobtain better and pest and disease resistantvarieties and increase the quality of output.
* **Provision of inputs to farmers**in the agricultural sector at subsidized price e.g. hoes, fertilizers, pesticides, etc
* **Training manpower for Agricultural development**through agriculturalcolleges.
* **Agriculture Extension**to disseminate research findings and better farming methods to farmer’se.g employment of graduate Agricultural and Veterinary Officers at the Districts and sectors levels.
* **Diversification** of the Agricultural sector to reduce the effects of natural factors and price fluctuation
* **Encouraging the cooperative movement** through which farmers can easily obtain credit and subsidized inputs.

**.(a) The factors which have led to poverty particularly in Africa include the following :**

* **Corruption and poor governance:** Corruption often accompanies poor governance, when leaders are not accountable to those they serve. Most directly, corruption inhibits development when leaders help themselves to money that would otherwise be used for development projects. In other cases, leaders reward political support by providing services to their followers.

In Africa, programs designed to fight poverty are not fully implemented because the funds end up in the hands of corrupt individuals, who pocket the majority. And because of poor governance, those in authority have failed to apprehend the corrupt. This creates an imbalance in society and leads to more poverty because you end up with a few influential and powerful individuals oppressing the poor who are the majority.

* **Environmental degradation:** Awareness and concern about environmental degradation have grown around the world over the last few decades, and are currently shared by people of different nations, cultures, religions, and social classes. However, the negative impacts of environmental degradation are disproportionately felt by the poor. Throughout the developing world, the poor often rely on natural resources to meet their basic needs through agricultural production and gathering resources essential for household maintenance, such as water, firewood, and wild plants for consumption and medicine. Thus, the depletion and contamination of water sources directly threaten the livelihoods of those who depend on them.
* **Social Inequality:** One of the more entrenched sources of poverty throughout the world is social inequality that stems from cultural ideas about the relative worth of different genders, races, ethnic groups, and social classes. Ascribed inequality works by placing individuals in different social categories at birth, often based on religious, ethnic, or 'racial' characteristics. In South African history, apartheid laws defined a binary caste system that assigned different rights (or lack thereof) and social spaces to Whites and Blacks, using skin color to automatically determine the opportunities available to individuals in each group
* **POOR LAND UTILIZATION.** In most African countries, people own large chunks of land that are underutilized or sometimes not even used at all. This is partly because they are either not educated on what to do with the land, or because some people are just stuck in their rudimentary ways of doing things. Some people just use the land to grow crops which are just enough for subsistence survival. Nothing goes to the market for sale.  
    
  **CIVILS WARS AND UNENDING POLITICAL CONFLICTS**. Africa is popular for its civil wars, either between neighboring countries or within the same country. Such incidences render war zones unproductive, in addition to scaring away investment that would otherwise help foster economic development and create employment, which would help people get out poverty. **:** Warfare contributes to more entrenched poverty by diverting scarce resources from fighting poverty to maintaining a military. Take, for example, the cases of Ethiopia and Eritrea. The most recent conflict over borders between the two countries erupted into war during 1999 and 2000, a period when both countries faced severe food shortages due to drought  
    
  **POOR INFRASTRUCTURE**. Africa has a very poor infrastructure set up. They have poor roads, railways, water systems, etc, yet these are some of the major drivers of economic development. As a result, only a few areas with better facilities (such as urban areas) have developed over the other (rural) areas, which are occupied by the largest percentage of the population.  
    
  **DISEASES AND POOR HEALTH FACILITIES.** Another leading cause of poverty in Africa is the prevalence of diseases (such as malaria, HIV/AIDS, TB etc). When a household is affected by any of the diseases, the little resources are spent on treating the sick. In a worst case scenario where the bread winner dies, those who are left behind have no resources to support themselves, thus leading a poor lifestyle. And the situation is worsened by poor health facilities.  
    
  **THE WORLD BANK AND IMF POLICIES.** The loans given out by the World Bank and IMF (the International Monetary Fund) have contributed to the poverty problem in Africa. Such loans come with strict conditions, which usually required governments to adjust some of their economic decisions. For instance, the requirement to reduce total government spending has affected major social sectors such as education, health and infrastructure, which are drivers of economic development
* ***Lack of education:*** *Illiteracy and lack of education are common in poor countries. Governments of developing countries often cannot afford to provide for good public schools, especially in rural areas. Whereas virtually all children in industrialized countries have access to an education, only about 60 percent of children in sub-Saharan Africa even attend elementary school. Poor people also often forego schooling in order to concentrate on making a minimal living. In addition, developing countries tend to have few employment opportunities, especially for women. As a result, people may see little reason to go to school*

**Immobility of labour:**

Immobility of labour also accounts, for rural poverty. Even if higher wages are offered, labourers are not willing to leave their homes. The joint family system makes people lethargic and stay-at-home.

The rural people are mostly illiterate, ignorant, conservative, superstitious and fatalistic. Poverty is considered as God-given, something pre­ordained. All these factors lead to poverty in rural areas.

**Lack of employment opportunities:**

Unemployment is the reflection of poverty. Because of lack of employment opportunities, people remain either unemployed or underemployed. Most of these unemployed and underemployed workers are the small and marginal farmers and the landless agricultural labourers.

**Rapid growth of population:**

Rapid growth of population aggravates the poverty of the people. The growth of population exceeds the rate of growth in national income. Population growth not only creates difficulties in the removal of poverty but also lowers the per capita income which tends to increase poverty. The burden of this reduction in per capita income is borne heavily by the poor people. Population growth at a faster rate increases labour supply which tends to lower the wage rate.

**Economic trends:**  
Poverty in many developed countries can be linked to economic trends.  
Changes in labor markets in developed countries have also contributed to increased poverty levels. For instance, the number of relatively high-paying manufacturing jobs has declined, while the demand for workers in service- and technology-related industries has increased. Historically, people have learned the skills required for jobs that involve manual labor, such as those in manufacturing, either on the job or through easily accessible school vocational programs. As these jobs are replaced by service- and technology-related jobs—jobs that usually require skills taught at the college level—people who cannot afford a college education find it increasingly difficult to obtain well-paying work.  
  
In many developed nations the number of people living in poverty has increased due to rising disparities in the distribution of resources within these countries

* **- Unfair trade**  
  High subsidies and protective tariffs for agriculture in the developed world drains the taxed money and increases prices for consumers in the developed world, decreasing competition and efficiency and preventing exports by more competitive agricultural and other sectors in the developed world due to retaliatory trade barriers and undermining the very type of industry in which developing countires do.
* **Agricultural Cycles:** People who rely on fruits and vegetables that they produce for household food consumption (subsistence farmers) often go through cycles of relative abundance and scarcity. For many families that rely on subsistence production for survival, the period immediately prior to harvest is a 'hungry period.' During these periods of scarcity, many families lack sufficient resources to meet their minimal nutritional needs. Being familiar with these cycles has enabled development practitioners to anticipate and prepare for periods of acute need for assistance.
* **Droughts and Flooding:** Besides the immediate destruction caused by natural events such as hurricanes, environmental forces often cause acute periods of crisis by destroying crops and animals.
* **Natural Disasters:** Natural disasters such as hurricanes and earthquakes have devastated communities throughout the world. Developing countries often suffer much more extensive and acute crises at the hands of natural disasters, because limited resources inhibit the construction of adequate housing, infrastructure, and mechanisms for responding to crises.
* **Colonial Histories:** One of the most important barriers to development in poor countries is lack of uniform, basic infrastructure, such as roads and means of communication. Some development scholars have identified colonial history as an important contributor to the current situation. In most countries with a history of colonization, the colonizers developed local economies to facilitate the expropriation of resources for their own economic growth and development.
* **Centralization of Power:** In many developing countries, political power is disproportionately centralized. Instead of having a network of political representatives distributed equally throughout society, in centralized systems of governance one major party, politician, or region is responsible for decision-making throughout the country. This often causes development problems. For example, in these situations politicians make decisions about places that they are unfamiliar with, lacking sufficient knowledge about the context to design effective and appropriate policies and programs.

**Measures to poverty problems**

**B**)-Government should ensure that the people have adequate access to productive assets and skills.

-Countries which face the problem of high population growth rates should formulate population policies and family planning which should be properly publicized .

-Developing countries need to make structural adjustments in their economic policies in order to make them more realisticeg farmers should be paid fairly for their produce .

-Countries can benefit from regional co-operation. They can do so by pooling their scarce resources to provide joint investments in industry and agriculture and by striving to improve their infrastructure especially roads railways air transport, communications and power.

-Neo-colonial systems should strive to attain self-reliance. African independent states should mobilize their savings to avoid being over –reliant on foreign capital.

-African governments should strive to create a proper political climate so as to facilitate economic development.

-African states should provide training and educational reforms relevant to individual country

-Reduction of dependence on rainfallLeaders should avoid social evils like corruption

African countries should form trade zones in order to trade among themselves on term which are acceptable to them eg ECOWAS, COMESA

-African should develop more industries to provide employment to people

-Land should be properly utilized to increase productivity

-Governments in African should encourage environmental sustainability

- social instrastructures like hospital and schools should be developed eve n rural areas .

-Roads should be rehabilitated

-Government in African countries should encourage agricultural modernization

-African countries develop and strategies for disaster management

5. **Causes of Early marriages**

**Early marriage** refers to marrying off children at an early age usually before 18 years

* Girls mature ‘earlier’ than boys. Get involved insexual matters quite early.
* Poverty forces girls to drop out of school-forced into marriage thereafter.
* Girls are sexually exploited - leading to early marriages
* Parents marry off their daughters early to get bride wealthy and greedy for material wealth.
* Environment where girls are raised is hostile. e.g slums areas poverty stricken areas , these forces girls into early marriages.
* A number of girls are forced into marriage after conceiving
* Loss of parents due to wars, Aids and others causes forces orphaned girls into marriagebecause they seem not to have any opportunities in life.

**B) Solutions to the problem of early marriages in Rwanda**:

* The parents, the girls and generally the public should be sensitized about the dangers of early marriages.
* Ensure that girl stay in school for long/have to complete education cycle and they marry.
* Government and local authorities should enforce the law against early /forced marriages.
* The ministryof health and gender should Strengthen / intensify guidance and counseling to girls and boys on the problems associated with early sex and marriages.
* Girls who become pregnant while studying should not be married off. And they should be given the opportunity tocontinue with schooling.
* Parents should solve the problem of poverty among themselves by initiating income generating projects to avoid the act of some parents who marry off their daughters as a way of solving poverty problems.

6. ( a) a wedding cake

(b) At a wedding

(c) The “snow” tastes sweet like sugar

( d) two wedding cake toppers in love

(e) Two people (or two giants) are getting married

(f) Manny and Bella are wearing wedding clothing because they are cake toppers on wedding cake. They represent the bride and the groom who are getting married.

(g) May vary and should be supported by the passage. Students may give the following points, or other appropriate details:

 Manny is wearing a tuxedo. This tells us that he is not a mountain climber.

 The snow tastes like sugar. This helps the reader realize that the snow is frosting.

 Manny falls off the mountain and is caught by something soft. He hears a voice.

 Bella is wearing a wedding gown. This reinforces the wedding setting.

 Bella says that giant people are getting married. This is a clue that Manny and Bella are on a wedding cake.

 The Mountain tips, as if a slice is being cut out of it. Manny sees the “giant” bride feed cake to the groom. The reader now knows that the mountain is a cake