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**General Studies and Communication skills**

**END OF YEAR SENIOR 4 COMPREHENSIVE EXAMINATIONS, 2019**

**SUBJECT: GENERAL STUDIES AND COMMUNICATION**

**SKILLS**

**COMBINATIONS:**

* **ALL SCIENCE COMBINATIONS**
* **ALL HUMANITIES**
* **ALL LANGUAGES COMBINATIONS**

**DURATION: 3 HOURS**

**INSTRUCTIONS:**

1. Write your names, name of school and class on the answer booklet/sheet.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **TWO** sections: **A** and **B.**

**SECTION A**: Attempt only **ONE** question.

**SECTION B**: Attempt only **ONE** question.

1. You must answer in clear continuous prose.
2. Use only a **blue** or **black** pen.

**SECTION A: Attempt one question**

1) Explain the sources of government income. **(25marks)**

2) Discuss the role of education in economic development of your country. **(25marks)**

3) Examine the causes and effects of environment degradation. **(25marks)**

**SECTION B: COMPULSORY QUESTION (25MARKS)**

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

The galloping increase in rural poverty is hitting women hardest. Sixty per cent of poor are women, and their numbers have jumped by 50 per cent from the 1965 -70 level, as opposed to a 30 per cent increase for men during the same period. Of the 550 million women in the world, 76 million households.   
The largest portion by far of female – headed households -31 per cent is in sub- Saharan Africa, ranging from 5 per cent in Burkina Faso to 60 per cent in Mozambique. In Asia, by contrast women are principal source of support for 9 per cent of rural families; in Latin American and Caribbean the figure is 17 per cent.   
Although women produce half the developing world’s food supply – as much as 80 per cent in Africa- they have far less access and other vital resources. Although prime producers, women have difficulties obtaining plots even in land reform programmes where their share is, mandated by the law. In Gambia, where a rural distribution programme was closely monitored to ensure women’s rights, they still came way empty – handed, or with 13 per cent worldwide.   
IFAD stress that the remedy to reducing rural poverty is enabling small farmers to dramatically increase the production of staple crops, arguing that growth based on the production of goods for export is unattainable for most of the developing world. The agency notes that economic and political conditions that sparked rapid expansion in some newly industrialized Asian countries during the 1960s and 1970s were unique and do not apply in Africa today.   
IFAD also questions adjustment as a path to reduced poverty, saying that such programmes “focus on the non-poor and merely provide welfare support “to those mostly affected by the inflation, devaluation and loss of subsidies that generally accompany adjustment. “Safety nets” to lessen the hardship are “less relevant in most rural areas, where the long – term economic future of the poor is linked to the development of their own productive resources”

1. Who is most affected by the increase in poverty? **(2marks)**
2. By what percentage do women exceed men in terms of jumping from the 1967 -70 level? **(1mark)**
3. Explain the irony presented in paragraph 3 of the passage. **(5marks)**
4. What according to the author, is the key to reducing rural poverty. **(5marks)**
5. Why shouldn’t Africa be compared to some newly industrialized Asian countries. **(2marks)**
6. What reason is given by the author for rejecting structural adjustment programmes? **(2marks)**
7. In not more than 50 words summarize the author’s argument on how to reduce poverty in Africa. **(5marks)**

h) Explain the meaning of the following concepts as used in the passage. **(3marks)**  
(i) Galloping   
(ii) Barren   
(iii) Sparked