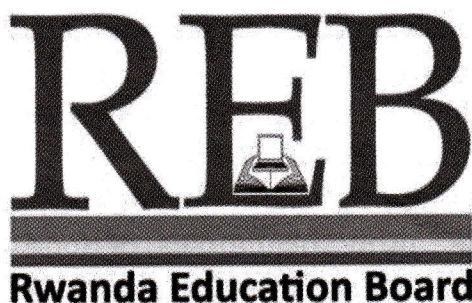


General Paper

022

12/11/ 2015

2 PM- 5 PM



ADVANCED LEVEL NATIONAL EXAMINATIONS, 2015

SUBJECT : GENERAL PAPER

COMBINATIONS:

- ALL SCIENCE COMBINATIONS
- ALL HUMANITIES
- ALL LANGUAGES COMBINATIONS

DURATION : 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer booklet as written on your registration form.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **TWO** sections **A** and **B**.
Attempt **One question** from section A.
Attempt **One question** from Section B.
4. You must answer in clear continuous prose.



SECTION A: ATTEMPT ONLY ONE QUESTION (25MARKS).

- 1) Analyse the causes and effects of recent political instabilities in African countries.
- 2) Discuss the major achievements that Rwandan government has registered since 1994 to 2015.
- 3) Assess the economic viability of wetlands in your country.
- 4) Examine the causes of food shortages and suggest the solutions to the problems of food insecurity in African countries.
- 5) Assess the value of preserving traditional cultures and customs in your country.
- 6) Discuss the causes and effects of increased corruption in your country today.

SECTION B: ATTEMPT ONE QUESTION. (25MARKS)

- 7) Study the table below showing Africa's population growth between 1950 and 2000 and answer the questions that follow.

| YEAR | POPULATION |
|------|-------------|
| 1950 | 199,000,000 |
| 1960 | 270,000,000 |
| 1970 | 244,000,000 |
| 1980 | 453,000,000 |
| 1990 | 616,000,000 |
| 2000 | 818,000,000 |

- (a) Calculate the percentage change in population between

- (i) 1950 and 1960 35.6%
- (ii) 1960 and 1970 9.6%
- (iii) 1970 and 1980 85.6%
- (iv) 1980 and 1990 35.9%
- (v) 1990 and 2000 32.7%

- (b) Account for high population growth in African urban areas.
- (c) What are the problems caused by high population in Africa?
- (d) What are the measures being taken to control population growth rates in Africa?
- (e) Why does your government conduct population census?

8) Read the passage and answer the questions that follow.

Let us start with some biological "givens", since development is fundamentally a biological process. The key concept is multi-potentially. Any living creature, but especially the higher animals and man, possess a large number of possibilities for

action at any one time, and for development over the whole life span. One way of characterizing the whole process of development is to say that it consists of the transformation of a large number of potentialities into limited number of actualities. The earlier the development stage we are considering, the larger is the number of potentialities.

The act of conception rules out a tremendously large number of egg-sperm combinations that might have occurred before one particular combination takes place. A new born infant has an almost infinitely large number of possibilities for personality development that could occur in different kinds of family situations and cultural environments.

All these diverse potentialities are quickly lost when she/he begins to develop in the one family to which she/he has been born. At the age of one, a child has potentialities for fluent expression in several thousand languages. By the time she/he is two, most of these potentialities have been lost because she/he has had the mark of one language stamped upon him for life.

The second major biological pillar is the concept biologists have called time's arrow. Whatever may be the status of time as a variable in the physical sciences, for living beings the important thing about it is that it runs in one direction?

Furthermore, for any single individual, it is limited, and eventually it runs out. The third biological fact to be emphasized follows from the first two. It is the concept of selection. From birth to death, an organism is repeatedly required to select which possibilities are to be utilized in actions and development.

The factors that control the selection are in part internal environmental pressures, motives and desires. For the human species, part of this selective process occurs through conscious choice. The person is aware of the possibilities he/she faces and deliberately chooses one of them.

The fourth biological imperatives are a fact of a somewhat different sort –the phenomenon of spontaneous activity. It is a literal fact that a living creature is in some way active at every instant from conception to extinction. Something is always going on; the cell divided, the heart beats, the muscles contract, and electrical impulses keep up their rhythmic ebb and flow.

The human infant cries and kicks and looks around him/her, whatever his/her surroundings. The child walks and talks, plays and imitates, in every variety of family and culture. What those who guide development do is to modify patterns of activity, not create them. Thus we should aim at an understanding of motivation that explains the direction of an individual's activities take rather than the reasons for his being active at all. The emphasis psychologists have placed on stimulus-response formulations about behavior can lead to an unexamined assumption that an organism acts only when we or some other agents stimulate

it. What is being emphasized here is that whether or not any identifiable stimulus is present, if a creature is alive, it will be doing something.

The fifth of the essential biological ideas is the concept of organizing structures. The thing that transforms spontaneous activity into meaningful actions and purposes can be thought of as structures of some sort, the parts of which fit together into an organized whole. More than anyone else, it was Piaget who brought these biological concepts into development psychology. He calls such a structure a schema, and has devoted a lifetime of research to finding out how the simple schemata that control infant behavior are elaborated into the complex schemata characterizing mature thinking.

The sixth concept, emphasized perhaps more by philosophers than by biologists themselves, is emergence. At some points in the transformation of simple organizations into systems of increasing complexity, the complex organization acquires genuinely new properties.

The major evolutionary points at which such shifts have occurred are the junctures where matter on took life and where life took on mind. According to this way of thinking, biology must make room for principles not to be found in chemistry and physics, and psychology must accommodate principles not to be found in biology. There need be nothing unnatural about this.

The new quality is a function of the complexity of the organization itself. While not all biologists and psychologist are convinced of the soundness of this concept of emergence, it is at least a useful tentative assumption in a theory designed to undergird counseling, because it leads us to attach some importance to what a person thinks, as we try to understand his behavior and development possibilities.

Questions

- (a) Suggest a suitable title for this passage.
- (b) In not more than 100 words, summarize the factors that influence human development and behavior, according to the passage.
- (c) What does the author mean by "transformation of large number of potentialities into a limited number of actualities"?
- (d) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible.
 - (i) Spontaneous
 - (ii) Motivation
 - (iii) Identifiable stimulus
 - (iv) Evolutionary
 - (vi) Tentative
 - (vii) Act of conception