

WAEC Civic Education 2025 – Likely Objective Questions and Answers

Section B: Objective Questions

1. 1. Which of the following is NOT a fundamental human right?
A. Right to education
B. Right to own a house
C. Right to personal liberty
D. Right to dignity
Answer: B
2. 2. One of the core values in civic education is —
A. Arrogance
B. Patriotism
C. Tribalism
D. Disobedience
Answer: B
3. 3. The body responsible for conducting elections in Nigeria is —
A. NDLEA
B. EFCC
C. INEC
D. NAFDAC
Answer: C
4. 4. Which of these promotes national integration?
A. Corruption
B. Ethnic rivalry
C. NYSC
D. Religious violence
Answer: C
5. 5. A major consequence of drug abuse is —
A. Wealth creation
B. Improved health
C. Mental disorder
D. Political participation
Answer: C
6. 6. The rule of law ensures —
A. Military control of power
B. Supremacy of law
C. Dictatorship
D. Absolute monarchy
Answer: B

Objective Question On Civic Education Question For Jss

Xiang Xie



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130 Adult Education Mocktime Publication,101-01-01 generated by python docx **Flamingo Social Studies for Junior Secondary Schools: For JSS 1** Ahmed Ibrahim,2005* **HIKIMA: Journal of multidisciplinary Discourses** The Department of Philosophy , Federal University, Wukari, Taraba State, Nigeria,2017-12-04 HIKIMA A Journal of Multidisciplinary Discourses is a publication of the Department of Philosophy Federal University Wukari Taraba State Nigeria HIKIMA Is an International and Multidisciplinary referred Journal with the mission to promote and foster cross fertilization of ideas through scholarly research The Journal is not restricted to any particular discipline as it seeks to promote multidisciplinary approach to current academic issues and researchers without bias to any Philosophy Ideology or Religion The Journal aims at publishing scholarly articles that will promote development globally but with particular interest in Africa and Nigeria It publishing articles in several disciplines such as liberal Arts Social Sciences Education Natural and Applied Sciences Management Sciences and other Developmental Sciences **Science and Technology Education for Sustainable Universal Basic Education in Nigeria** Chibuogwu V. Nnaka,Mars Chibueze Anaekwe,2003 *Papers from the International Conference, "the Case for Girls' Education in Sub-Saharan Africa"* ,1995 *Daily Graphic* Sam Clegg,1992-04-03 Religion Index One ,1998 **Women's League Outlook** ,1930 The Unwinding of Apartheid Patrick Salmon,Martin Jewitt,2019 This volume examines diplomatic relations between the United Kingdom and South Africa from 1986 to 1990 when deadlock gave way to the first stages in the unwinding of apartheid By the middle of 1986 the South African Government had succeeded in containing the township revolt but its hesitant moves towards reform had brought the end of apartheid no closer The intransigent figure of President P W Botha ensured a continuing stalemate until his reluctant departure from office in August 1989 The subsequent election of F W de Klerk marked the beginning of irrevocable change symbolised by the release of Nelson Mandela from prison in February 1990 This volume documents the role of the United Kingdom in keeping pressure on the South African Government building contacts with the African National Congress ANC and giving decisive encouragement to President de Klerk s reform initiatives It reveals recurrent differences of approach between the Foreign and Commonwealth Office and Prime Minister Margaret Thatcher However it also shows that despite her frequent confrontations with the international community in general and the Commonwealth in particular Mrs Thatcher repeatedly brought pressure to President Botha and strongly supported President de Klerk during his first crucial months in office Her part in bringing about change in South Africa was fully appreciated by Nelson Mandela whose first meeting with Mrs Thatcher concludes the volume This book will be of much interest to students of British politics African studies foreign policy and International Relations in general *Journal of the Royal Institute of British Architects* ,1949 Books from Chapel Hill, 1922-1997 University of North Carolina Press,1997 Books From Chapel Hill 1922 1997 A Complete Catalog of Publications From the University of North Carolina Press *Democracy, Rights and Responsibilities* ,1970 *Jss Civic*

Education Ibiyemi Oyeneye, Michael Onyenwenu, Robert Akaniro, 2013-08-26 Civic Education for Junior Secondary Schools is an exceptional course in Civic Education for Junior Secondary School Students The course has been written in full compliance with the Basic Education curriculum provided by the Nigerian Educational Research and Development Council and should fully equip the students for the Junior Secondary School Examination Every book in the course has been written in simple language to make it easy for the JS Students to understand Each topic in every book has been fully developed with examples the students can easily grasp and identify with Very clear apt pictures have also been used to illustrate the lessons in the books The authors are highly experienced teachers and WAEC NECO examiners who have also authored several highly successful Secondary School textbooks

Civic Education Richard G. Niemi, Jane Junn, 2005-05-11 Sound democratic decisions rely on a citizenry with at least a partial mastery of the rules and workings of democratic government American high schools where students learn the basics of citizenship thus ought to play a critical role in the success of democracy Yet studies examining the impact of high school government and civics courses on political knowledge over the past quarter century have generally shown that these courses have little or no effect In this important book Richard G Niemi and Jane Junn take a fresh look at what America s high school seniors know about government and politics and how they learn it The authors argue convincingly that secondary school civics courses do indeed enhance students civic knowledge This book is based on the most extensive assessment to date of civic knowledge among American youth the 1988 National Assessment of Education Progress NAEP Civics Assessment The authors develop and test a theoretical model to explain the cognitive process by which students learn about politics and they conclude by suggesting specific changes in the style and emphasis of civics teaching

Teaching Civics in Unstable Times Andrew Tripodo, 2021-11-10 American political culture runs through civics classrooms and the degraded dialogue and scorched earth partisanship that has defined modern American politics is an indicator that all is not well in our nation s schools Teaching Civics in Unstable Times Guidelines for Defining We in American Democracy offers a fresh expansive view of what civic education can look like in K 12 classrooms and presents three strategies to help teachers curriculum writers and administrators turn their schools into laboratories for democracy that train young people for the moral and intellectual challenges of democratic citizenship This book defines democracy as a way of life that is characterized by frequent public engagement stubborn open mindedness and rigorous debate Our democratic government depends on our citizens leading a democratic life and civic education s chief priority is to teach young people how to do so Civic curriculum has spent decades obsessing over names and dates that fail to give students a sense of their vaunted place in our governing system This book presents three strategies for teaching civics that invest young people in our shared grand experiment in self government and prepares them to lead our nation towards a politics that is more compassionate inclusive and inspired

Ordinary Level Civics ,2002 **Civic Education and the Future of American Citizenship** Elizabeth Kaufer Busch, Jonathan W. White, 2013 Lack of civic knowledge ignorance about the U S

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How to be a Good Citizen Emily James,2017-08-01 It s very important to be a good citizen But what does that mean Readers will learn through examples in a fun question and answer format that taking pride in what you do and trying to make the world a better place shows good citizenship

Civics for the World to Come Nicole Mirra,Antero Garcia,2023-07-25 Help students use their voices to build an equitable and just society Years of political violence and protests against injustice have revived interest in teaching civics in schools The problem Civic education as it currently exists privileges systems not students It promotes incremental change within a broken democracy rather than responding to the youth led movements that call for the abolition of inequitable social structures What will it take to prepare young people for the just future they are fighting for Civics for the World to Come offers educators a framework for designing the critical civic education that our students deserve Synthesizing perspectives on democratic life from critical race theory ethnic studies Afrofuturism and critical literacy the book presents key practices for cultivating youth civic agency grounded in equity and justice The authors explore five world building civic skills Inquiry Storytelling Imagination Networking and Advocacy and introduce readers to real learning communities where students and educators are transforming themselves and society

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