

Answer all the questions.

Each question is followed by four options lettered A to D. Find the correct option for each question and shade in pencil on your answer sheet, the answer space which bears the same letter as the option you have chosen. Give only one answer to each question.

An example is given below.

The societal value which members are expected to uphold in order to ensure development is

- A. title.
- B. integrity.
- C. apathy.
- D. compromise.

The correct answer is integrity, which is lettered B and therefore answer space B would be shaded.

[A]



[C]

[D]

Think carefully before you shade the answer spaces; erase completely any answer(s) you wish to change

Now answer the following questions.

1. Fundamental rights are literally the rights that one can enjoy because one is
 - A. an individual.
 - B. a human being.
 - C. a citizen.
 - D. an educated elite.
2. Which of the following nationalists is associated with democratic socialism?
 - A. Ahmadu Bello
 - B. Tafawa Balewa
 - C. Anthony Enahoro
 - D. Obafemi Awolowo
3. When a person is being fair, impartial and reasonable in dealing with others, such person is said to be
 - A. responsible.
 - B. tolerant.
 - C. honest.
 - D. humble.
4. A limitation to the exercise of human right
 - A. war.
 - B. deportation.
 - C. migration.
 - D. HIV/AIDS.
5. Which of the following is **not** among the sources of authority?
 - A. Societal
 - B. Traditional
 - C. Rational Legal
 - D. Charismatic
6. Orderliness can be exhibited in the following ways **except**
 - A. observing the traffic lights.
 - B. queuing culture.
 - C. decorum behaviour.
 - D. interrupting an individual.



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Past Question For Civic Education 2013

S.G. Grant, Kathy Swan, John Lee



Past Question For Civic Education 2013:

The Politics of Civic Education Eleni M. Mantas-Kourounis, 2024-06-10 This book chronicles the progression of civic education advocacy since the early 2000s. It identifies the main actors that called for civic education reform, describes their motivations and policy platforms, and documents the path taken to capture state policy agendas. It argues that No Child Left Behind incentivized civic education advocates to mobilize a call to action to restore emphasis on civics that materialized into national policy reform proposals that successfully captured the agendas of state legislatures and bureaucracies. This book analyzes the implementation and sustainability of these civic education policy reforms by undertaking a comparative case study analysis of school districts in Utah and Connecticut. Through the voices of teachers and district administrators, the book tells the story of what happened when these state policy reforms inspired by national initiatives hit the local level where the rubber meets the road. As ideological debates about schools and democracy unfold across the country, as civic education advocates and proposals proliferate, this book treats civic education not as a panacea but as a concrete policy area to be analyzed and understood. It contextualizes the current debate and offers a critical assessment of the most recent comprehensive state-level civic education policy reform. It argues that while questions linger about what type of civic-inspired educational interventions remains most effective for whom, where and why the implementation of such interventions are profoundly impacted by local actors and local politics, and that future initiatives should take this dimension into consideration.

Social Media for Civic Education Amy L. Chapman, 2022-10-17 This open access book provides the theoretical and pedagogical foundations for a promising new approach to civic education using social media to teach civics. While many measures indicate that youth civic engagement has long been in decline, many of these measures fail to take into account all of the ways that youth can interact with civic life. One of these understudied ways is through social media, including platforms like Twitter, where young people have the opportunity to encounter the news, engage with people in power, and bring attention to the needs in their community. Throughout this volume, Chapman explores how and why teachers can use social media to teach civics as well as how it might meet the needs of students in ways other approaches do not.

The Rise and Fall of Civic Education Michael Learn, 2024-09-16 Social studies is a field in crisis. The crisis stems from failure to establish the very foundation of social studies' purpose in public education: civic education. Social studies advocates have never put forth a coherent method for teaching civic education because policymakers and the public have been unable to agree upon a general definition of civic education. This issue has disrupted the field since the early days. As educators sought to include civic education within public schools as a dedicated field, social studies evolved into a blending of history, social sciences, and civic education. Social studies' evolution never resolved the differences between the three, with each discipline striving to control the narrative. Instead of creating a unified field, the disciplines devalued social studies, and thus any discipline associated with it.

The Rise and Fall of Civic Education: The Battle for Social Studies in a Shifting Historical Landscape

investigates the changing definitions and purposes ascribed to social studies in the United States through time This result is viewed through the rising tensions from culture wars as America's divisive politics fight to control the narrative of the disciplines within social studies *Human Rights Literacies* Cornelia Roux, Anne Becker, 2018-12-29 This book adds impetus to the nexus between human rights human rights education and material reality The dissonance between these aspects is of growing concern for most human rights educators in various social contexts The first part of the book opens up new discourses and presents new ontologies and epistemologies from scholars in human rights human rights education and human rights literacies to critique and/or justify the understandings of human rights complex applications Today's rapidly changing social contexts and new languages attempting to understand ongoing dehumanization and violations put enormous pressure on higher education educators individuals working in social sciences policy makers and scholars engaged in curricula making The second part demonstrates how global interactions between citizens from different countries with diverse understandings of human rights from developed and developing democracies question the link between human rights and its exclusive Western philosophies Continuing inhumane actions around the globe reflect the failure of human rights law and human rights education in schools higher education and society at large The book shows that human rights education is no longer a blueprint for understanding human rights and its universal or contextual values presented for multicomplex societies The final chapters argue for new ontologies and epistemologies of human rights human rights education and human rights literacies to open up difficult conversations and to give space to dissonant and disruptive discourses The many opportunities for human rights education and literacies lies in these conversations **Qualitative**

Inquiry—Past, Present, and Future Norman K Denzin, Michael D Giardina, 2016-07-01 In this critical reader the best writing of two dozen key figures in qualitative research is gathered together to help students to identify emerging themes in the field and the latest thinking of the leaders in qualitative inquiry These groundbreaking articles are pulled from a decade of social justice focused plenary volumes emanating from the annual International Congress of Qualitative Inquiry These are the ideas that have helped shape the landscape of the field over the past decade This work brings together the latest work of 25 leading figures in qualitative research from 4 continents addresses the central themes of the field over the past decade in theory methodology politics and interventions includes contextualizing essays by the volume editors who direct the Congress

Transformative Civic Education in Democratic Societies Tetyana Hoggan-Kloubert, Paul E Mabrey III, Chad Hoggan, 2023-08-01 Democracy is neither inevitable nor guaranteed to last To survive democracy needs people adequately prepared to enact it Such preparation for effective citizenship in a complex and plural world requires an adult civic education one that goes beyond simple knowledge acquisition It requires a transformative education to help learners become agents and co-shapers of their worlds This book offers examples of the roles that civic education has played and can play in different communities In this collection scholars from around the world report and reflect on civic adult education examining

approaches paradigms and concepts that help us to act in culturally ethnically linguistically and religiously diverse societies

Inquiry-Based Practice in Social Studies Education S.G. Grant, Kathy Swan, John Lee, 2022-09-15 Now in its second edition Inquiry Based Practice in Social Studies Education Understanding the Inquiry Design Model presents a conceptual base for shaping the classroom experience through inquiry based teaching and learning Using their Inquiry Design Model IDM the authors present a field tested approach for ambitious social studies teaching They do so by providing a detailed account of inquiry s scholarly roots as well as the rationale for viewing questions tasks and sources as inquiry s foundational elements Based on work done with classroom teachers university faculty and state education department personnel this book encourages readers to transform classrooms into places where inquiry thrives as everyday practice The second edition includes a new chapter highlighting three ways that the blueprint acts as an assessment and curriculum system and includes updated and enhanced references throughout the book Both pre service and in service teachers are sure to learn strategies for developing the reinforcing elements of IDM from planning inquiries to communicating conclusions and taking informed action The updated curricular and pedagogical examples included make this practical book essential reading for researchers students of pre service and in service methods courses and professional development programs

Reassessing the Social Studies Curriculum Wayne Journell, 2016-05-03 The terrorist attacks of September 11 2001 dramatically changed many aspects of American society and the ramifications of that horrific event are still impacting the domestic and foreign policies of the United States Yet fifteen years after 9 11 an event that was predicted to change the scope of public education in the United States we find that the social studies curriculum remains virtually the same as before the attacks For a discipline charged with developing informed citizens prepared to enter a global economy such curricular stagnation makes little sense This book which contains chapters from many leading scholars within the field of social studies education both assesses the ways in which the social studies curriculum has failed to live up to the promises of progressive citizenship education made in the wake of the attacks and offers practical advice for teachers who wish to encourage a critical understanding of the post 9 11 global society in which their students live

Democracy's Education Harry C. Boyte, 2021-04-30 Today Americans feel powerless in the face of problems on every front Such feelings are acute in higher education where educators are experiencing an avalanche of changes cost cutting new technologies and demands that higher education be narrowly geared to the needs of today s workplace College graduates face mounting debt and uncertain job prospects and worry about a coarsening of the mass culture and the erosion of authentic human relationships Higher education is increasingly seen and often portrays itself as a ticket to individual success a private good not a public one Democracy s Education grows from the American Commonwealth Partnership a year long project to revitalize the democratic narrative of higher education that began with an invitation to Harry Boyte from the White House to put together a coalition aimed at strengthening higher education as a public good The project was launched at the beginning of 2012 to mark the 150th anniversary of the Morrill

Act which created land grant colleges Beginning with an essay by Harry C Boyte Reinventing Citizenship as Public Work which challenges educators and their partners to claim their power to shape the story of higher education and the civic careers of students the collection brings world famous scholars senior government officials and university presidents together with faculty students staff community organizers and intellectuals from across the United States and South Africa and Japan Contributors describe many constructive responses to change already taking place in different kinds of institutions and present cutting edge ideas like civic science civic studies citizen professionalism and citizen alumni Authors detail practical approaches to making change from new faculty and student roles to changes in curriculum and student life and strategies for everyday citizen empowerment Overall the work develops a democratic story of education urgently needed to address today s challenges from climate change to growing inequality

Critical Perspectives on Teaching in the Southern United States Tori K. Flint, Natalie Keefer, 2020-10-21 Critical Perspectives on Teaching in the Southern United States presents provocative insights into education in the Southern United States from the perspective of educators This book foregrounds the Southern United States unique sociopolitical sociohistorical and sociocultural contexts which directly influence knowledge and classroom pedagogies Contributors use critical frameworks that coalesce around methods including self reflection social justice and culturally responsive relevant sustaining and asset based pedagogies Chapters explore salient topics such as race language gender discrimination identity immigration poverty social justice and their influence s on pedagogy This book raises complex questions considering how history has shaped present day education in the Southern U S context

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