

# WAEC Civic Education 2025 – Likely Objective Questions and Answers

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## 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

**University of North Carolina Press**

A red circular graphic with a gradient, appearing as a partial circle or a stylized 'C' shape, located to the right of the University of North Carolina Press text.

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**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 Constitution and general ambivalence about education threaten the fiber of this nation The remedy to this malaise advocated in various ways by a diverse group of contributors is a well rounded liberal education that prepar

*Teaching Civics Today: The iCivics Approach to Classroom Innovation and Student Engagement* John Larmer,2022-01-14 Learn how to teach civics in today s classrooms This professional book explores key civics topics and offers strategies for incorporating civics into social studies class Developed in partnership with civic education expert iCivics this teacher resource provides strategies that build civics knowledge develop 21st century skills and engage students Bring civics into the social studies classroom in a fun meaningful way with this teacher friendly book

*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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