

## PAPER II

Answer **four** questions in all, each question carries equal marks.

1. (a) What is citizenship? (3 marks)  
(b) Highlight **four** functions of Nigeria government to her citizens. (12 marks)
2. (a) List **three** roles of a responsible parent. (3 marks)  
(b) Expatiate on **four** importance of responsible parenthood. (12 marks)
3. (a) What is popular participation? (3 marks)  
(b) Discuss **four** ways on how popular participation can be achieved. (12 marks)
4. (a) Define the term 'Democracy'. (3 marks)  
(b) Identify and explain **four** pillars of democracy. (12 marks)
5. (a) List **three** features of a Civil Society Organisation. (3 marks)  
(b) Explain **four** problems affecting Civil Society organisations in Nigeria. (12 marks)
6. As a committee member on curbing cultism, mention and discuss **five** ways on how you would advise the government. (15 marks)
7. (a) What is human trafficking? (3 marks)  
(b) Itemise and expatiate on **four** causes of human trafficking in Nigeria. (12 marks)
8. As a patriotic citizen, proffer **five** solutions to political apathy in your community. (15 marks)

# Civi Education Obj Question Ss3rd Tern

**Center for Civic Education (Calabasas,  
Calif.).**

### **Civi Education Obj Question Ss3rd Tern:**

**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 Democracy, Rights and Responsibilities, 1970 **Foundations of Democracy** Center for Civic Education, Calabasas, CA., 1993 Introduces students to the four ideas which are basic to our constitutional form of government authority privacy responsibility and justice **National Standards for Civics and Government** Center for Civic Education (Calabasas, Calif.), 1994 **Project Citizen** We the People-- Project Citizen, Center for Civic Education (Calif.), National Conference of State Legislatures, 2010

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