

Waec Government Question And Answer 2017

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| <p>6. Which of the following was the sixth party registered to contest the 1983 general elections?</p> <p>A. Great Nigerian People's Party (GNPP)
B. National Party of Nigeria (NPN)
C. Nigerian Advance Party (NAP)
D. People's Redemption Party (PRP)
E. Unity Party of Nigeria (UPN)</p> <p>7. For the purpose of election at local level, local government areas are divided into</p> <p>A. clans.
B. districts.
C. villages.
D. wards.
E. zones.</p> <p>8. In Nigeria, the most effective instrument through which pressure groups achieve their aims is</p> <p>A. demonstration.
B. dialogue.
C. lobbying.
D. persuasion.
E. strike.</p> <p>9. In a democratic setting, a multi-party system often leads to _____ government.</p> <p>A. coalition
B. dictatorial
C. parliamentary
D. totalitarian
E. unitary</p> | <p>10. The principle under which the rights of citizens are protected from violation is known as</p> <p>A. bye-law.
B. constitution.
C. constitutionalism.
D. rule of law.
E. sovereignty.</p> <p>11. In a cabinet system of government, prime minister and his cabinet can be forced to resign through</p> <p>A. coup d'etat.
B. demonstration.
C. impeachment.
D. recall.
E. vote of no confidence.</p> <p>12. The following are Nigerian nationalists except</p> <p>A. Anthony Enahoro.
B. Herbert Macaulay.
C. Marcus Garvey.
D. Nnamdi Azikiwe.
E. Obafemi Awolowo.</p> <p>13. The system of government which practices hereditary succession is known as</p> <p>A. communalism.
B. feudalism.
C. monarchy.
D. oligarchy.
E. socialism.</p> <p>14. An alien seeking Nigerian nationality must officially attain the age of _____ before he can be deemed qualified.</p> <p>A. 18
B. 21
C. 24
D. 30</p> |
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WAEC Government Question and Answer 2017: A Comprehensive Guide

Are you a WAEC (West African Examinations Council) candidate preparing for the 2017 Government examination? Feeling overwhelmed by the vast syllabus and unsure where to begin your revision? This comprehensive guide provides you with a detailed look at the key areas covered in the 2017 WAEC Government exam, along with sample questions and answers to help you ace the exam. We'll

delve into the most frequently tested topics and provide you with strategies for effective exam preparation. Let's get started!

Understanding the WAEC Government Exam Structure (2017)

The WAEC Government exam is known for its broad scope, covering various aspects of governance, political systems, and citizenship. Understanding the structure is crucial for effective preparation. In 2017, the exam likely consisted of both objective and essay-type questions, testing your knowledge of facts, concepts, and analytical skills. Remember to check your specific examination papers for the exact format and marking scheme.

Key Topics Covered in the 2017 WAEC Government Exam

While the specific questions vary from year to year, certain topics consistently appear in the WAEC Government exam. Focusing on these areas will significantly improve your chances of success.

1. Government and the Constitution

H3: Types of Government: This section typically explores different forms of government such as democracy, monarchy, oligarchy, and totalitarian regimes. Understanding their characteristics, strengths, and weaknesses is vital.

H3: Constitutionalism and Rule of Law: Expect questions on the principles of constitutionalism, the role of the constitution in a nation's governance, and the importance of the rule of law in upholding justice and fairness.

H3: Separation of Powers: This fundamental principle of governance, dividing power among the legislative, executive, and judicial branches, is a recurring theme. Understand how this separation functions and its limitations.

2. Political Parties and Elections

H3: Party Systems: Different party systems (one-party, two-party, multi-party) and their implications for political stability and representation are crucial areas of study.

H3: Election Processes: Familiarize yourself with the electoral process, including voter registration, campaigning, voting procedures, and election management.

H3: The Role of Political Parties: Understanding the functions of political parties in a democratic society, including policy formulation, candidate nomination, and citizen mobilization, is essential.

3. Public Administration and Local Government

H3: Bureaucracy and Public Policy: This section often focuses on the structure and functions of the bureaucracy, the policy-making process, and the challenges of effective public administration.

H3: Local Government Systems: Examine the different levels of local government, their responsibilities, and their relationship with the central government. Understanding the challenges facing local governance is important.

4. International Relations

H3: Global Issues: Expect questions on contemporary global issues such as globalization, international organizations (like the UN and AU), and international conflict resolution.

H3: Foreign Policy: Familiarize yourself with the different types of foreign policies and how nations interact on the international stage.

Sample Questions and Answers (2017 Style)

While we cannot provide the exact 2017 questions (as they are confidential), we can offer sample questions reflecting the style and topics covered:

Q1: Explain the concept of the separation of powers and discuss its importance in a democratic government.

A1: The separation of powers is a fundamental principle of democratic governance that divides governmental authority among three distinct branches: the legislature (makes laws), the executive (enforces laws), and the judiciary (interprets laws). This division prevents the concentration of power in the hands of a single entity, preventing tyranny and safeguarding individual liberties. Checks and balances between these branches further ensure accountability and prevent abuse of power.

Q2: Describe the functions of a political party in a democratic system.

A2: Political parties play a vital role in democratic systems. They formulate policies based on their ideologies, nominate candidates for elections, mobilize citizens to participate in the political process, educate the public on political issues, act as a link between the government and the people, and provide a platform for representation of diverse interests within society.

Strategies for Effective Exam Preparation

Thorough Revision: Review your class notes, textbooks, and past papers.

Practice Questions: Solve numerous practice questions to identify weak areas.

Time Management: Practice answering questions within the allotted time frame.

Understand Concepts: Don't just memorize facts; understand the underlying concepts.

Seek Clarification: Address any doubts or questions with your teacher or tutor.

Conclusion

Mastering the WAEC Government exam requires consistent effort and a structured approach to your revision. By focusing on the key topics, understanding the exam structure, and practicing regularly with sample questions, you can significantly improve your chances of success. Good luck!

FAQs

1. Where can I find past WAEC Government question papers? Past papers are often available through your school, online educational resources, or WAEC's official website.
2. What are the common mistakes students make in the WAEC Government exam? Common mistakes include poor time management, insufficient preparation, failing to understand key concepts, and neglecting to answer questions comprehensively.
3. Are there any specific Government textbooks recommended for WAEC preparation? Your teacher or school will likely provide a recommended reading list.
4. How can I improve my essay-writing skills for the WAEC Government exam? Practice writing essays on different Government topics, focusing on clarity, structure, and supporting evidence.
5. What is the best way to remember key Government terms and concepts? Use flashcards, mind maps, and active recall techniques to improve your memory and understanding.

waec government question and answer 2017: Migration, free movement and regional integration Nita, Sonja, Pécoud, Antoine, Lombaerde, Philippe de, Neyts, Kate, Gartland, Joshua, United Nations University. UNU-CRIS, 2017-12-18

waec government question and answer 2017: Political Parties and Party Systems Ajay K Mehra, D D Khanna, Gert W Kueck, 2003-06-23 This comprehensive textbook outlines and illuminates the main theories of political parties and party systems. Applying these theoretical approaches to British party politics, Moshe Maor covers all the key subjects of study including: * classification of party definitions * party systems change * party institutionalization * cohesion and dissent * intraparty conflicts and legislative bargaining * multiparty electoral competition Maor's study highlights the importance of the intraparty arena and actors in understanding the shape and behaviour of political parties, pr.

waec government question and answer 2017: The Roles of Technology and Globalization in Educational Transformation Adeoye, Blessing F., Arome, Gladys, 2019-08-16 The emergence of the internet and developments in educational software have changed the way teachers teach and the way students learn. There has been a substantial increase in the quantity, quality, and diversity of educational material available over the internet or through the use of satellite video and audio linkups. These technologies have allowed new learning methods and techniques to reach a greater geographic region and have contributed to the global transformation of education. The Roles of Technology and Globalization in Educational Transformation is an essential academic book that provides comprehensive research on issues concerning the roles of technology and globalization in

educational transformation and the challenges of teaching and learning in various cultural settings and how they were resolved. It will support educational organizations that wish to find, create, or adapt technology for use in their institution. Featuring a broad range of topics such as public administration, educational technology, and higher education, this book is essential for teachers, deans, principals, school administrators, IT specialists, curriculum developers, instructional designers, higher education staff, academicians, policymakers, researchers, and students.

waec government question and answer 2017: Ama Ata Aidoo, The Dilemma of a Ghost Jane W. Grant, 1980

waec government question and answer 2017: Courting Social Justice Varun Gauri, Daniel M. Brinks, 2010-03-15 This book is a first-of-its-kind, five-country empirical study of the causes and consequences of social and economic rights litigation. Detailed studies of Brazil, India, Indonesia, Nigeria, and South Africa present systematic and nuanced accounts of court activity on social and economic rights in each country. The book develops new methodologies for analyzing the sources of and variation in social and economic rights litigation, explains why actors are now turning to the courts to enforce social and economic rights, measures the aggregate impact of litigation in each country, and assesses the relevance of the empirical findings for legal theory. This book argues that courts can advance social and economic rights under the right conditions precisely because they are never fully independent of political pressures.

waec government question and answer 2017: Diversifying Learner Experience Caroline Koh, 2021-01-04 This book brings together strategies and innovations that educators from diverse educational contexts have conceptualized and implemented to cater to differences in academic ability, as well as in other domains such as psychosocial contexts and developmental needs. The emergence of IT and new technologies have altered the educational landscape and opened a multitude of opportunities for diverse modes of instruction catering to diverse student populations. The book addresses the gap in the literature with evidence-based reports of innovative strategies and approaches that are grounded in educational research. It identifies student differences in terms of academic ability and also, with regard to their cultural and social background, their developmental and psycho-emotional needs. It examines how new technologies are used in instructional approaches and how these innovative strategies diversify learner experiences. The book is a valuable resource to practitioners, researchers and educational administrators.

waec government question and answer 2017: Expo '77 Vincent Chukwuemeka Ike, 1991

waec government question and answer 2017: Lessons in School Improvement from Sub-Saharan Africa Miriam Mason, David Galloway, 2021-12-13 Lessons in School Improvement from Sub-Saharan Africa describes the planning, delivery and evaluation of an improvement programme by EducAid. The evaluation showed that children in schools, whose teachers had taken part in the programme, made more progress in literacy, attendance and behaviour than children in control schools.

waec government question and answer 2017: Values and Valuing in Mathematics Education Philip Clarkson, Wee Tiong Seah, JeongSuk Pang, 2019-04-24 This engaging open access book discusses how a values and valuing perspective can facilitate a more effective mathematics pedagogical experience, and allows readers to explore multiple applications of the values perspective across different education systems. It also clearly shows that teaching mathematics involves not only reasoning and feelings, but also students' interactions with their cultural setting and each other. The book brings together the work of world leaders and new thinkers in mathematics educational research to improve the learning and teaching of mathematics. Addressing themes such as discovering hidden cultural values, a multicultural society and methodological issues in the investigation of values in mathematics, it stimulates readers to consider these topics in cross-cultural ways, and offers suggestions for research and classroom practice. It is a valuable resource for scholars of mathematics education, from early childhood through to higher education and an inspiring read for all mathematics teachers.

waec government question and answer 2017: Harvest of Corruption Frank Ogodu Ogbeche,

waec government question and answer 2017: *The Practice of International Development*

Jerrold Keilson, Michael Gubser, 2017-09-22 Development analysts tend to give short shrift to the seemingly minor bureaucratic hitches faced by practitioners—those who design, manage, implement, and evaluate aid projects. Often critical of foreign aid either for its apparent ineffectiveness at alleviating poverty or its purported neocolonial implications, the academic literature rarely acknowledges the experiences and pressures faced by practitioners themselves as they implement aid-funded development projects—the meetings, paperwork, negotiations, site visits, financial transactions, logistical arrangements, interviews, program activities, and beneficiary interactions—that keep projects running. And yet the impact of aid projects, and indeed the impact of development itself, often grows out of the daily activities and personal interactions of development practitioners. This unique book considers challenges from the perspective of development practitioners who confront technical, managerial, political, theoretical, and moral quandaries on a daily basis. With chapters written by expert practitioners on different aspects of design and management of international development activities, this book examines real issues and navigates the often contradictory demands of local development needs, including international donor imperatives; limited financial resources, time, information, and assurance of results; the competing pulls of administrative efficiency; and the desire to alleviate suffering. It also gives readers access to the crucial but little-heard voices of those who spend their professional lives designing and managing foreign aid projects, offering insight into what did or did not work on projects they have managed, implemented, or evaluated. These insights do not seek to identify universally right or wrong ways of doing development; instead, they highlight pros and cons associated with various approaches and decisions. This book provides valuable insights for students and others interested in a development career, encourages practitioners to engage in reflection, and persuades researchers to further consider the influence of practice on project success or failure.

waec government question and answer 2017: *Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons, 1947 Contains the 4th session of the 28th Parliament through the session of the Parliament.

waec government question and answer 2017: *The Magic Calabash* Nana Grey-Johnson, 1998

waec government question and answer 2017: *International Encyclopedia of Developmental and Instructional Psychology* Erik de Corte, Franz E. Weinert, 1996 This Encyclopedia intends to provide a research-based overview in an educational perspective of the present state-of-the-art of our knowledge and understanding of the conditions, processes, and modifiabilities of human development and learning. The Encyclopedia focuses on both developmental psychology and instructional psychology. Over the past decade the boundaries between these two separate research domains have become increasingly obscure. Indeed, developmental psychologists have shown a growing interest in the impact of environmental factors on development, this has led to the study of educational and instructional variables, the pre-dominantly environmental factors. Meanwhile, instructional psychology has become a major subdomain of research on human cognition and development. A substantial contribution to the synergy between both domains derives from the robust research finding that developmental changes are very important conditions, as well as consequences, of the acquisition of knowledge and (meta)cognitive strategies. The resulting changes have inspired the decision to combine both developmental and instructional psychology into one single volume. The trend toward the integration of both domains notwithstanding, the systematic discussion of their research findings requires a certain delimitation of the two fields. The Encyclopedia is divided into 16 areas in order to reflect the specific nature, as well as the integration, of both domains. In the first section, which is most representative of the integrative tendency, a general framework of research on human development, learning and instruction is outlined. The next six chapters are concerned with the various aspects of human development and learning. The remaining nine sections represent an overview of the research findings on learning and instruction which are relevant to education. Articles include updated and revised material from

the International Encyclopedia of Education, 2nd Edition (described by Choice as being a premier resource when judged on virtually every criteria applied to a reference work). The Encyclopedia provides an informative introduction to aspects of developmental psychology and instructional psychology that significantly influence education.

waec government question and answer 2017: School Environment in Nigeria, Ghana and the Philippines Princewill Egwuasi, 2017-03-09 This publication on School Environment in Nigeria, Ghana, and the Philippines is a continuation of our maiden publication published in 2015. The inclusion of Ghana in this edition is a conviction of the strategic position of the country's educational system not only as a fast and dynamic developing economy in the African continent, but also one with an enviable educational culture. The articles in this edition are grouped under quality assurance, higher education, management, business, library, information and communications technology, special education, internationalization, and science issues with a view of proffering solutions, suggestions, and recommendations to several questions that may have risen over time in the academia.

waec government question and answer 2017: The Economy The Core Team, 2022-07 A complete introduction to economics and the economy taught in undergraduate economics and masters courses in public policy. CORE's approach to teaching economics is student-centred and motivated by real-world problems and real-world data. The only introductory economics text to equip students to address today's pressing problems by mastering the conceptual and quantitative tools of contemporary economics. THE ECONOMY: is a new approach that integrates recent developments in economics including contract theory, strategic interaction, behavioural economics, and financial instability; challenges students to address inequality, climate change, economic instability, wealth creation and innovation, and other problems; provides a unified treatment of micro- and macroeconomics; motivates all models and concepts by evidence and real-world applications.

waec government question and answer 2017: Elements of Politics Remi Anifowose, Francis C. Enemu, 1999

waec government question and answer 2017: Corpus Linguistics and African Englishes Alexandra U. Esimaje, Ulrike Gut, Bassey E. Antia, 2019-02-15 Corpus linguistics has become one of the most widely used methodologies across the different linguistic subdisciplines; especially the study of world-wide varieties of English uses corpus-based investigations as one of the chief methodologies. This volume comprises descriptions of the many new corpus initiatives both within and outside Africa that aim to compile various corpora of African Englishes. Moreover, it contains cutting-edge corpus-based research on African Englishes and the use of corpora in pedagogic contexts within African institutions. This volume thus serves both as a practical introduction to corpus compilation (Part I of the book), corpus-based research (Part II) and the application of corpora in language teaching (Part III), and is intended both for those researchers not yet familiar with corpus linguistics and as a reference work for all international researchers investigating the linguistic properties of African Englishes.

waec government question and answer 2017: Economic Development and Economic Growth James V. Cornehl, 1972

waec government question and answer 2017: Handbook of Research on Science Teaching and Learning Dorothy Gabel, 1994 Sponsored by the National Science Teachers Association, this handbook provides a uniquely comprehensive and current survey of the best research in science education compiled by the most renowned researchers. More than summaries of findings, the content provides an assessment of the significance of research, evaluates new developments, and examines current conflicts, controversies, and issues in the major science disciplines: biology, chemistry, physics, and earth science.

waec government question and answer 2017: Political Spiritualities Ruth Marshall, 2009-08-01 After an explosion of conversions to Pentecostalism over the past three decades, tens of millions of Nigerians now claim that "Jesus is the answer." But if Jesus is the answer, what is the question? What led to the movement's dramatic rise and how can we make sense of its social and

political significance? In this ambitiously interdisciplinary study, Ruth Marshall draws on years of fieldwork and grapples with a host of important thinkers—including Foucault, Agamben, Arendt, and Benjamin—to answer these questions. To account for the movement's success, Marshall explores how Pentecostalism presents the experience of being born again as a chance for Nigerians to realize the promises of political and religious salvation made during the colonial and postcolonial eras. Her astute analysis of this religious trend sheds light on Nigeria's contemporary politics, postcolonial statecraft, and the everyday struggles of ordinary citizens coping with poverty, corruption, and inequality. Pentecostalism's rise is truly global, and *Political Spiritualities* persuasively argues that Nigeria is a key case in this phenomenon while calling for new ways of thinking about the place of religion in contemporary politics.

waec government question and answer 2017: *Social Studies for Secondary Schools* Alan J. Singer, 2014-10-08 Now in its 4th edition, this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula, units, lessons, projects, and activities. A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society, history, and the purpose of social studies education. Advocating an inquiry and activity-based view of social studies teaching that respects the points of view of students and teachers, and based in practice and experience, it offers systematic support and open, honest advice for new teachers. Each chapter addresses a broad question about social studies education; sub-chapters begin with narrower questions that direct attention to specific educational issues. Lesson ideas and materials in the book and online are especially designed to help new teachers to address common core learning standards, to work in inclusive settings, and to promote literacy and the use of technology in social studies classrooms. Chapters include highlighted Learning Activities, Teaching Activities, and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies, and conclude with recommendations for further reading and links to on-line essays about related social studies topics. Activities are followed by four categories: Think it over, Add your voice to the discussion, Try it yourself, and It's your classroom. All of these are supported with online teaching material. Designed for undergraduate and graduate pre-service social studies methods courses, this text is also useful for in-service training programs, as a reference for new social studies teachers, and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice. New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data-driven, standards-based instruction, especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on-line material linked to the text

waec government question and answer 2017: *Youth, Globalization, and Society in Africa and Its Diaspora* Jepkorir Rose Chepyator-Thomson, Akinloye Ojo, Katja Sonkeng, Karim Traore, 2020-02-02 This edited collection provides a window into Africa's diversity. A wide-ranging body of authors offers a valuable glimpse into the challenges and opportunities presented by globalization to the youth in Africa and its diaspora, while issuing a stern call for action to local governments to act now and tap into the energy of Africa's burgeoning youth population. In doing so, the authors expand extant literature on the continent's coping with globalization in the context of young people in various African nations. Featured in the collection are views on education, language, agriculture, sport and technology, deeply interwoven into the schooling, behavior, and health of youth. Specifically, these practices are found in both formal and non-formal education, agricultural production, and food nutrition, computer technology, and sport's amelioration of health issues, throughout Africa.

waec government question and answer 2017: *Liberia* International Monetary Fund. Fiscal Affairs Dept., 2012-09-18 At the request of the Government of Liberia (GoL), the IMF Fiscal Affairs Department (FAD) led an external assessment of the central government's public financial

management (PFM) systems based on the Public Expenditure and Financial Accountability (PEFA) methodology. The assessment was undertaken in close collaboration with the Ministry of Finance's (MoF) PFM Reform Coordination Unit (RCU), with the participation of staff of the African Development Bank and the World Bank, and with financial support from the European Union and Sida. The assessment examines progress since the PEFA assessment of 2007 and provides a renewed baseline for monitoring progress in PFM reform and for supporting the GoL in refining, where necessary, the current PFM reform strategy. The assessment snapshot date was April 23, 2012. The report was reviewed by the GoL, the PEFA Secretariat, a donor reference group, and FAD, the latter being at the same time responsible for quality assurance.

waec government question and answer 2017: Qualitative Research for the Information Professional G. E. Gorman, Peter Robert Clayton, Sydney J. Shep, Adela Clayton, 2005 This established text is the only introduction to qualitative research methodologies in the field of library and information management. Its extensive coverage encompasses all aspects of qualitative research work from conception to completion, and all types of study in a variety of settings from multi-site projects to data organization. The book features many case studies and examples, and offers a comprehensive manual of practice designed for LIS professionals. This new edition has been thoroughly revised and includes three new chapters. It has been updated to take account of the substantial growth in the amount and quality of web-based information relevant to qualitative research methods and practice, and the many developments in software applications and resources. The authors have identified a clear need for a new chapter on the evaluation of existing research, as a gateway into new research for information professionals. The final chapter, 'Human Resources In Knowledge Management', takes the form of a model case study, and is an 'ideal' qualitative investigation in an information setting. It exemplifies many of the approaches to qualitative research discussed in earlier chapters. Readership: Directed primarily at the beginner researcher, this book also offers a practical refresher in this important area for the more experienced researcher. It is a useful tool for all practitioners and researchers in information organizations, whether libraries, archives, knowledge management centres, record management centres, or any other type of information service provider.

waec government question and answer 2017: Rethinking Marriage in Francophone African and Carribean Literatures Cécile Accilien, 2008 Rethinking Marriage in Francophone African and Caribbean Literatures analyzes novels and films that demonstrate how marriage affects Francophone African and Caribbean women in their respective societies. It argues that marriage serves as a catalyst for intense identity formation because it functions as a narrative intersection for a number of overlapping themes on gender and the body, class and economics, religion, interracial and intercultural identity and nation building. Marriage provides a narrative space for commentary on cultural practices presented in the works in question as the foundations of cultural identity.

waec government question and answer 2017: Corruption in Higher Education Elena Denisova-Schmidt, 2020 The lack of academic integrity combined with the prevalence of fraud and other forms of unethical behavior are problems that higher education faces in both developing and developed countries, at mass and elite universities, and at public and private institutions. While academic misconduct is not new, massification, internationalization, privatization, digitalization, and commercialization have placed ethical challenges higher on the agenda for many universities. Corruption in academia is particularly unfortunate, not only because the high social regard that universities have traditionally enjoyed, but also because students-young people in critical formative years-spend a significant amount of time in universities. How they experience corruption while enrolled might influence their later personal and professional behavior, the future of their country, and much more. Further, the corruption of the research enterprise is especially serious for the future of science. The contributors to Corruption in Higher Education: Global Challenges and Responses bring a range of perspectives to this critical topic--

waec government question and answer 2017: Cpce Practice Questions: Cpce Practice Tests & Exam Review for the Counselor Preparation Comprehensive Examination Exam Secrets Test Prep

Staff Cpce, 2018-04-12 CPCE Practice Questions are the simplest way to prepare for the CPCE test. Practice is an essential part of preparing for a test and improving a test taker's chance of success. The best way to practice taking a test is by going through lots of practice test questions. If someone has never taken a practice test, then they are unprepared for the types of questions and answer choices that they will encounter on the official test. There is a tremendous advantage to someone taking the test that is already familiar with the questions and answer choices. Another advantage of taking practice tests is that you can assess your performance and see if you need to study and practice more, or if you're already prepared enough to achieve success on your test day. If you do well on the practice test, then you know you're prepared. If you struggle on the practice test, then you know you may still have more work to do to get prepared. Taking lots of practice tests helps ensure that you are not surprised or disappointed on your test day. Our CPCE Practice Questions give you the opportunity to test your knowledge on a set of questions. You can know everything that is going to be covered on the test and it will not do you any good on test day if you have not had a chance to practice. Repetition is a key to success and using practice test questions allows you to reinforce your strengths and improve your weaknesses. Detailed answer explanations are also included for each question. It may sound obvious, but you have to know which questions you missed (and more importantly why you missed them) to be able to avoid making the same mistakes again when you take the real test. That's why our CPCE Practice Questions include answer keys with detailed answer explanations. These in-depth answer explanations will allow you to better understand any questions that were difficult for you or that you needed more help to understand.

waec government question and answer 2017: absenteeism and beyond: instructional time loss and consequences Helen Abadzi, 2007 Abstract: Studies have shown that learning outcomes are related to the amount of time students engage in learning tasks. However, visits to schools have revealed that students are often taught for only a fraction of the intended time, particularly in lower-income countries. Losses are due to informal school closures, teacher absenteeism, delays, early departures, and sub-optimal use of time in the classroom. A study was undertaken to develop an efficient methodology for measuring instructional time loss. Thus, instructional time use was measured in sampled schools in Tunisia, Morocco, Ghana, and the Brazilian state of Pernambuco. The percentage of time that students were engaged in learning vis-à-vis government expectations was approximately 39 percent in Ghana, 63 percent in Pernambuco, 71 percent in Morocco, and 78 percent in Tunisia. Instructional time use is a mediator variable that is challenging to measure, so it often escapes scrutiny. Research suggests that merely financing the ingredients of instruction is not enough to produce learning outcomes; students must also get sufficient time to process the information. The quantity-quality tradeoff that often accompanies large-scale enrollments may be partly due to instructional time restrictions. Time wastage also distorts budgetary outlays and teacher salary rates. To achieve the Millennium Development Goals students must get more of the time that governments, donors, and parents pay for.

waec government question and answer 2017: *The Parliamentary Debates (official Report)*. Great Britain. Parliament. House of Commons, 1946

waec government question and answer 2017: *History of Education in Nigeria* A. Babs Fafunwa, 2018-10-03 Originally published in 1974, a comprehensive history of Nigerian Education, from early times right through to the time of publication, had long been needed by all concerned with Education in Nigeria, students, teachers and educational administrators. No one was better qualified than Professor Fafunwa to provide such a book, and in doing so he gave due emphasis to the beginnings of Education in its three main stages of indigenous, Muslim and Christian Education. Nigerian Education had been considered all too often as a comparatively recent phenomenon, but this book points out from the start that 'Education is as old as Man himself in Africa' and that both Islam and Christianity were comparative newcomers in the field. A historical treatment of these three strands which have combined to make up the modern Educational system was vital to a clear understanding of what was needed for the future, and most of the first half of the book is concerned with these Educational beginnings. The imposing of a foreign colonial system on this framework did

not always lead to a happy fusion of the systems, and the successes and the failures are examined in detail. There was no shortage of documentary evidence in the form of reports and statistics during the decades prior to publication, but this evidence was frequently scattered and inaccessible to the student, so that the author's careful selection of key evidence and reports, often drawn from his own personal experience, will be invaluable for those wishing to trace the development of Education in Nigeria up to the early 1970s. A knowledge of the history and development of the Nigerian Education system, of the numerous and intensely varied personalities and beliefs which have combined and often conflicted to shape it, is indispensable to all students in colleges and universities studying to become teachers. It is this knowledge that Professor Fafunwa set out to provide, drawing on his wide experience as teacher writer and educationalist.

waec government question and answer 2017: Science Education Keith Taber, Ben Akpan, 2017 This book comprises a wide range of scholarly essays introducing readers to key topics and issues in science education. Science education has become a well established field in its own right, with a vast literature, and many active areas of scholarship. Science Education: An International Course Companion offers an entry point for students seeking a sound but introductory understanding of the key perspectives and areas of thinking in science education. Each account is self-contained and offers a scholarly and research-informed introduction to a particular topic, theme, or perspective, with both citations to key literature and recommendations for more advanced reading. Science Education: An International Course Companion allows readers (such as those preparing for school science teaching, or seeking more advanced specialist qualifications) to obtain a broad familiarity with key issues across the field as well as guiding wider reading about particular topics of interest. The book therefore acts as a reader to support learning across courses in science education internationally. The broad coverage of topics is such that that the book will support students following a diverse range of courses and qualifications. The comprehensive nature of the book will allow course leaders and departments to nominate the book as the key reader to support students - their core 'course companion' in science education.

waec government question and answer 2017: THE EARLY GRADE READING ASSESSMENT Amber K. Gove, Anna Wetterberg, 2011-09-28 The Early Grade Reading Assessment (EGRA) measures students' progress towards reading. EGRA gauges early literacy skills through a 15-minute individual oral assessment of five fundamental reading skills. RTI worked with education experts to develop the EGRA in 2006, and it has been piloted and implemented in more than 40 countries. This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA, and to share this knowledge with practitioners, policymakers, and international donors. Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education.

waec government question and answer 2017: Student Engagement and Achievement in American Secondary Schools Fred M. Newmann, 1992 In 1985 the federal government funded two 5-year centres to conduct research on effective schools. Student Engagement and Achievement in American Secondary Schools presents the findings of one of these studies, as carried out by the National Center of Effective Secondary Schools located at the University of Wisconsin-Madison. Editor Fred M. Newmann and the other contributors to this study examine existing research, detail their own findings, and propose concrete strategies for improving students' achievement in secondary schools.

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