

## CONTENT AREAS FOR GOVERNMENT

SN	Content Areas	Competencies	Descriptive Statement
1	Nature and Scope of Government	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge in what government is and the scope of the discipline.</li> <li>2. Demonstrate understanding in the rationale for studying principles of government.</li> </ol>	<ol style="list-style-type: none"> <li>1. Questions under this category aim at testing the candidates' knowledge on the meaning and scope of government.</li> <li>2. Knowledge of the scope of government as an art, science and subject.</li> </ol>
2	Fundamental Ideas and Basic Concepts in the Study of Government/ Political Science	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge in the fundamental ideas and basic concepts of government and the study of political science and governance.</li> <li>2. Demonstrate understanding of terminologies in principles of government.</li> </ol>	<ol style="list-style-type: none"> <li>1. The questions in this section focus on some basic concepts and principles of government and the study of political science as well as some fundamental ideas in this field of study.</li> <li>2. Candidates are expected to demonstrate knowledge and appropriate use of these concepts and ideas.</li> </ol>
3	The Origins and Essence of the State/State and Society Relations	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the various theories of the origins of the state.</li> <li>2. Show ability to understand and analyse state-society relations and how this relation reinforces cooperation among different groups within the state.</li> <li>3. Demonstrate knowledge of the responsibility and obligation that exists between state and society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Questions under this theme focus on issues on the origins of states as postulated by the social contractualists, divine origin theory, the force theory, patriarchal and matriarchal theories, the evolutionary theory.</li> <li>2. The questions are aimed at testing the candidates' knowledge of the responsibilities and obligations between the state and society.</li> </ol>
4	Forms of Government	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge in the forms of government that exist in various parts of the world.</li> </ol>	<ol style="list-style-type: none"> <li>1 Under this theme, questions are focused on the various forms of government that have been identified by scholars over the years and which are practised in different parts of the world. They include, theocracy,</li> </ol>

		<ol style="list-style-type: none"> <li>2. Demonstrate knowledge in elements of government.</li> <li>3. Demonstrate knowledge in the essence of government.</li> <li>4. Examine the features, merits and demerits of structures adopted by various states.</li> </ol>	<p>monarchy, aristocracy, democracy, socialism, communism, etc.</p>
5	Political Institutions	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of the meaning, scope and nature of political institutions.</li> <li>2. Demonstrate how political institutions are useful in the state.</li> <li>3. Show ability to apply the knowledge of political institutions to daily activities regarding government.</li> </ol>	<p>This content area focuses on testing the candidates' knowledge on the meaning, scope and nature of political institutions. Specific institutions to be considered include the concepts of rule of law, separation of powers, checks and balances, delegated legislation, political parties, electoral systems and processes, interest and pressure groups, good governance, etc.</p>
6	Unitary and Federal States/Systems of Government	<ol style="list-style-type: none"> <li>1. Outline the merits and demerits of unitary and federal states and their systems of administration.</li> </ol>	<p>Under this theme, examples of unitary and federal systems of government, their strengths and weaknesses are to be examined.</p>
7	Colonialism and Nationalism in Africa	<ol style="list-style-type: none"> <li>1. Explain the reasons and events leading to the colonisation of African countries.</li> <li>2. Discuss the nature of British colonial administration in Africa.</li> <li>3. Discuss the nature of French colonial administration in Africa.</li> <li>4. Explain nationalism and examine the causes and activities of the nationalist movements in Africa before and after the Second World War.</li> </ol>	<p>Attention on this content area is on the arrival of colonialists on the African continent, their activities and the policies they introduced in administering their colonies. The section also looks at the impact of colonial activities on the African continent.</p>
8	Citizenship, Rights and Responsibilities	<ol style="list-style-type: none"> <li>1. Demonstrate ability to explain the terms citizenship, rights and responsibilities.</li> </ol>	<p>Questions will be on differences between citizens and non-citizens and ways of acquiring citizenship in Ghana. It will</p>

		<ol style="list-style-type: none"> <li>2. Explain how citizenship is acquired.</li> <li>3. Examine the rights and responsibilities of a citizen.</li> <li>4. Evaluate the activities of institutions that safeguard the rights of citizens.</li> </ol>	also cover qualifications for citizenship and how citizens can forfeit their citizenships.
9	International Relations and Diplomacy	<ol style="list-style-type: none"> <li>1. Demonstrate ability to explain the meaning of international relations and diplomacy.</li> <li>2. Analyse factors that influence diplomacy.</li> <li>3. Identify and describe the functions of embassies.</li> <li>4. Explain the factors that influence a country's relations with other countries.</li> </ol>	This section focuses on the various theories of international relations, the concepts of diplomacy, foreign policy, collective security, international obligation, responsibility to protect, etc.
10	International Organisations	<ol style="list-style-type: none"> <li>1. Ability to trace the history of international organisations such as the UN, ECOWAS, AU, Commonwealth, Non-Aligned Movement, etc.</li> <li>2. Analyse some of the significant achievements and challenges of these organisations.</li> </ol>	Under this theme, questions will focus on testing the candidates' ability to identify the various international organisations and how they operate(d). Examples include the League of Nations, UN, AU, ECOWAS, etc. Specific attention will be on Ghana's relations with international organisations.
11	Constitutions	<ol style="list-style-type: none"> <li>1. Explain the meaning and identify the sources of constitutions.</li> <li>2. Outline the functions and importance of constitutions.</li> <li>3. Describe the constitution-making processes.</li> <li>4. Make a comparative analysis of different types of constitutions.</li> </ol>	Under this theme, questions will focus on features/characteristics of constitutions, sources of constitutions, functions/importance of constitutions, classifications of constitutions, description of the steps taken in drawing up the 1992 Constitution and how to amend the constitution.

12	Elections and Electoral Processes	<ol style="list-style-type: none"> <li>1. Explain the terms elections and electoral processes.</li> <li>2. Distinguish between the types of elections and electoral systems.</li> <li>3. Explain the importance and limitations of elections.</li> <li>4. Describe the composition, features and the functions of the electoral management body.</li> </ol>	<p>Questions will focus on five key areas: elections and voting as instruments of governance, electoral legal and regulatory frameworks, electoral management bodies, electoral systems and managing representation and managing boundary delimitation.</p>
13	The Arms of Government and the Mass Media	<ol style="list-style-type: none"> <li>1. Describe the organs of government.</li> <li>2. Describe the structure and functions of the organs of government.</li> <li>3. Analyse the constraints of the organs of government.</li> <li>4. Describe the mass media and knowledge of their roles.</li> </ol>	<p>The candidates will be tested on their knowledge and appreciation about the work of the various arms of government – the Executive, Legislature, and the Judiciary. It also tests candidates’ knowledge on the role of the media in a democratic state.</p>
14	Politics and Administration Dichotomy	<ol style="list-style-type: none"> <li>1. Knowledge of the difference between politics and administration.</li> <li>2. Describe the essence of the distinction between the two.</li> <li>3. Explain the terms centralisation, decentralisation, local government, etc.</li> <li>4. Examine the main types and features of centralisation and decentralisation.</li> <li>5. Outline the merits and demerits of the politics-administration dichotomy.</li> </ol>	<p>This section tests candidates’ knowledge on how public administration relates to the political processes. It also deals with issues of decentralisation, local government and public administration.</p>
15	Civil Service and Bureaucracy	<ol style="list-style-type: none"> <li>1. Explain the terms public service, civil service and bureaucracy.</li> </ol>	<p>Questions relating to the historical development of the civil service, the basic functions of government and bureaucracy,</p>

		<ol style="list-style-type: none"> <li>2. Outline the functions of the public services commission.</li> <li>3. Describe the structure and characteristics of the civil service.</li> <li>4. Ability to outline the functions and controls of the civil service.</li> </ol>	bureaucratic theories and bureaucratic culture and their influences on organizational behaviour will be tested.
16	Politics in Ghana I: Pre-independence and Nkrumah Era	<ol style="list-style-type: none"> <li>1. Describe specific factors and activities that took place in the independence struggle in Ghana.</li> <li>2. Analyse the features of pre-independence constitutions in the Gold Coast.</li> <li>3. Outline the achievements and failures of the pre-independence constitutions and nationalist activities.</li> <li>4. Policies and activities that led to the overthrow of the First Republic of Ghana.</li> </ol>	Questions on this theme are centred on the struggle for independence and the Nkrumah Era.
17	Politics in Ghana II: Post-1966 Coup to the End of the PNDC Era	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of major events that characterised politics in Ghana right after the 1966 coup.</li> <li>2. Explain the general causes and effects of military rule in Ghana.</li> <li>3. Knowledge of the various key political events that took place in the first three republics and the intermittent military regimes.</li> <li>4. Examine the impact of the various military regimes on politics in Ghana.</li> </ol>	Questions will focus on politics in Ghana after the 1966 coup to the end of the PNDC era.

		5. Compare the various constitutions of Ghana from the time of independence in terms of fairness in democratic rule.	
18	Politics in Ghana's Fourth Republic (1992 to Present)	<ol style="list-style-type: none"> <li>1. Describe the steps taken and events that ushered in Ghana's Fourth Republic.</li> <li>2. Analyse some key features of the Ghana's Fourth Republic as identified through the 1992 Constitution.</li> <li>3. Examine some key events in Ghana's Fourth Republic and how they impact on the country's democracy.</li> </ol>	Under this theme, candidates will be tested on their ability to identify and explain some key political events that have taken place in the Fourth Republic.
19	Conflict and Conflict Resolution	<ol style="list-style-type: none"> <li>1. Explain conflict and conflict resolution.</li> <li>2. Explain the factors that lead to conflict in the contemporary society.</li> <li>3. Suggest ways for preventing conflict and improving harmonious living in society.</li> <li>4. Describe the mechanisms for dealing with conflicts in society.</li> </ol>	Sources/causes of conflict in society, effects of conflict on the society, conflict prevention, ways of managing conflict situations in the society and attitudes and values needed for conflict prevention in the society.
20	Promoting Peaceful Co-existence and Political Stability in Ghana	<ol style="list-style-type: none"> <li>1. Explain the meaning of peace and political stability.</li> <li>2. Describe the structure of the Ghanaian society and how it fosters peaceful co-existence or otherwise.</li> <li>3. Explain the various mechanisms that can be deployed to promote peaceful co-existence and political stability in Ghana.</li> </ol>	The questions in this section test candidates' knowledge on the maintenance of law and order in Ghana, institutions or agencies that enforce law and order in our communities, benefits of law in a society as well as consequences of a breakdown of law and order in a society/school.

## Developing the Test Blueprint

### Government

SN	Content Areas	Subject Outcomes (Depth of Knowledge)				Total
		Level 1 Remem bering (Recall)	Level 2 Understa nding (Skill/Con cept)	Level 3 Applying (Strategic Thinking)	Level 4 Analysing/Evaluati ng/Creating (Extended Thinking)	
1	Nature and Scope of Government	1	2	1	1	5
2	Fundamental Ideas and Basic Concepts in the Study of Government/ Political Science	1	2	1	1	5
3	The Origins and Essence of the State/State-society Relations	1	1	2	1	5
4	Forms of Government	1	2	1	1	5
5	Political Institutions	1	1	2	1	5
6	Unitary and Federal States	1	1	2	1	5
7	Colonialism and Nationalism in Africa	1	2	1	1	5
8	Citizenship, Rights and Responsibilities	1	1	2	1	5
9	International Relations and Diplomacy	1	1	1	2	5
10	International Organisations	1		2	2	5
11	Constitutions	1	2	1	1	5
12	Elections and Electoral Processes		2	1	2	5

13	The Arms of Government and the Mass Media	1	1	2	1	5
14	Politics and Administration Dichotomy		1	2	2	5
15	Civil Service and Bureaucracy	1	1	1	2	5
16	Politics in Ghana I (Pre-independence and Nkrumah Era)	1	1	2	1	5
17	Politics in Ghana II (Post 1966 Coup to the end of the PNDC era)		1	2	2	5
18	Politics in Ghana's Fourth Republic (1992 to Present)	1	2		2	5
19	Conflict and Conflict Resolution		1	2	2	5
20	Promoting Peaceful Co-existence and Political Stability in Ghana			2	3	5
TOTAL		15 (15%)	25 (25%)	30 (30%)	30 (30%)	100 (%)