

History

CONTENT AREAS	COMPETENCIES	DESCRIPTIVE STATEMENTS
1. Historiography and historical skills a. History as a subject b. Sources of African history c. Methods of writing African history	Candidates should be able to come out with an explanation of history and discuss the importance of history for the present and the future.	a. Explain the concept of history. b. Outline the sources of African History. c. Identify the various methods used in gathering materials for writing History.
2. Civilizations and cultures of north Africa from 3000 BC to AD 1800 a. Pharaonic Egypt b. North Africa-Berber	Candidates should be able to recount some African civilizations with the aim of appreciating, among other things, the advancements made in earlier ages.	a. Describe the significant characteristics of the Pharaonic civilization. b. Explain, with examples, the factors that led to the spread of Egyptian civilization to other parts of the world. c. Describe the key role Egypt played in the spread of Christianity and Islam. d. Describe features of the advanced Berber civilization before the arrival of Moslem Arabs. e. Discuss the level of involvement of the Berbers in the political and commercial relations in the Mediterranean area.
3. West African Civilization and cultures a. Ghana empire b. Mali empire c. Songhai empire d. Kanem-Bornu empire e. Hausa states f. Trans-Saharan trade	Candidates should be able to relate some African civilizations with the aim of appreciating, among other things, the advancements made in earlier ages.	a. Explain how the cultures of the West African Sudan have been largely determined by the environment. b. Describe how Islam spread to the cultures of the West African Sudan, especially after AD 900. c. Analyze the negative and positive influences of the Trans-Saharan Trade on the civilizations of the West African Sudan

<ul style="list-style-type: none"> g. Islam in West Africa h. Forest and coastal states 		<ul style="list-style-type: none"> d. Identify the general characteristics of the West African Sudanese states and kingdoms. e. Explain how the cultures of the West African forest and coastal areas have been influenced by their physical environment. f. Describe the general characteristics of the West African forest and coastal states and kingdoms between the 17th and 20th centuries. g. Explain the common factors that promoted the civilizations of the West African Forest and Coastal States. h. Explain how the civilizations of the West African forest and coastal States have influenced the states and kingdoms of present-day West Africa.
<p>4. The peopling of Ghana</p> <ul style="list-style-type: none"> a. Northern zone b. Forest zone c. Coastal zone d. The rise of states and kingdoms 	<p>Candidates should be able to acquire more detailed study of the history of the people of Ghana from ancient times to date.</p>	<ul style="list-style-type: none"> a. Trace the origins of the major ethnic groups of Ghana. b. Explain the factors that led to the migration of the major ethnic groups into present day Ghana. c. Locate the present areas of habitation of the major ethnic groups. d. Identify the main states and kingdoms formed in pre-colonial Ghana. e. Explain the factors that led to the rise of states and kingdoms in pre-colonial Ghana. f. Compare the levels of political and economic attainment of the various states and kingdoms.
<p>5. Social, Cultural, Political</p>	<p>Candidates should be able to discuss the</p>	<ul style="list-style-type: none"> a. Describe the various social systems and

<p>and Economic development in Ghana in the 16th centuries</p> <ol style="list-style-type: none"> a. Social organizations- religion, kinship systems, festivals, rites and ceremonies of various states in the life cycle (marriage, birth, puberty and death) b. Political systems – centralized communities, non-centralized communities, theocratic communities c. Economy - subsistence economy: fishing, farming, craftworks, hunting and gathering 	<p>social, cultural, political and economic attainment of the major states and kingdoms of Ghana and compare their levels of attainment.</p>	<p>rites of passage of the major ethnic groups of Ghana.</p> <ol style="list-style-type: none"> b. Describe the political systems of the major ethnic groups of Ghana. c. Compare the strengths and weaknesses of the different political systems in the light of modern development. d. Describe the main economic activities in pre-colonial Ghana. e. Identify the important role long distance trade has historically played in the economic development of Ghana.
<ol style="list-style-type: none"> 6. European contact with west Africa <ol style="list-style-type: none"> a. Reasons for their coming b. Immediate effects of their coming c. West African reactions to their coming d. Trans-Atlantic slave trade e. Christian missionary activities in west Africa f. The scramble for and partition of west Africa g. Colonial rule in west Africa 	<p>Candidates should be able to present the activities of the European presence in West Africa</p>	<ol style="list-style-type: none"> a. State the reasons for the coming of Europeans to Ghana. b. Describe the nature of the trade with Europeans. c. Identify the immediate effects of the coming of the Europeans. d. Discuss how the slave trade led to the creation of the African Diaspora. e. Outline the effects of the Trans-Atlantic Slave Trade on Ghana. f. Explain some of the significant effects of the arbitrary partitioning of Africa. g. Describe how the Christian religion was introduced in Ghana.

<ul style="list-style-type: none"> h. The Bond of 1844 i. Aborigines Rights Protection Society j. Problems of independent West African states 		<ul style="list-style-type: none"> h. Describe how formal education was introduced in Ghana. i. Discuss the effects of European presence on local politics. j. Discuss the main changes in the social life of the country under colonial rule. k. Outline the main economic developments under colonial rule.
<p>7. Ghana AD 1900-1991</p> <ul style="list-style-type: none"> a. Nationalist activities and political changes from 1900 to 1957: National Congress of British West Africa, Gold Coast Youth Conference, West African Youth League, United Gold Coast Convention, Convention People's Party, National Liberation Movement b. Social and economic development: education, health and sanitation, religion, agriculture, transport and communication, mining c. The work of Sir Gordon Guggisberg 	<p>Candidates should be able to discuss the main changes in the social, economic and political life of the country under colonial rule and post-colonial rule.</p>	<ul style="list-style-type: none"> a. Describe the role of the early nationalist organizations and individuals in the political development of the country. b. Examine the efforts and sacrifices made by the nationalists who spearheaded the independence movement.
<p>8. Post-independence Ghana</p> <ul style="list-style-type: none"> a. The Nkrumah Era 	<p>Candidates should be able to discuss the major social and economic changes that occurred during the Nkrumah era and</p>	<ul style="list-style-type: none"> a. Describe the social and economic changes during the Nkrumah era. b. Discuss Dr. Nkrumah's contribution

<ul style="list-style-type: none"> b. The National Liberation Council 1966-1969 c. The Second Republic (Progress Party) 1969-1972 d. The National Redemption Council and the Supreme Military Council I & II 1972-1979 e. The uprising of 1979 (May 15, and June 4) and the Armed Forces Revolutionary Council (AFRC) f. The Third Republic (People's National Party) 1979-1981 g. Provisional National Defence Council (PNDC) 1981-1991) 	<p>the causes of rapid change of regimes and the political changes they initiated.</p>	<p>towards African Unity and World Peace.</p> <ul style="list-style-type: none"> c. Describe the processes through which Ghana gradually became a one-party state. d. Explain the circumstances leading to the fall of Kwame Nkrumah in 1966. e. Describe the rapid change of governments in Ghana since 1966 f. Assess the social and economic achievements of the regimes that ruled the country from 1966-1991
<p>9. Constitutional developments in Ghana</p> <ul style="list-style-type: none"> a. 1916 Clifford constitution b. 1925 Guggisberg constitution c. 1946 Alan Burns Constitution d. 1951 Constitution 	<p>Candidates should be able to show understanding of constitutional developments in Ghana</p>	<ul style="list-style-type: none"> a. Describe the various constitutional developments in Ghana prior to the independence of Ghana.
<p>10. Ghana in the comity of nations</p>	<p>Candidates should be able to relate the contributions Ghana has made to the international bodies the country belongs</p>	<ul style="list-style-type: none"> a. Identify the international bodies Ghana belongs to and the aims of such bodies. b. Describe the contributions Ghana has made

<ul style="list-style-type: none">a. United Nations Organization/United Nationsb. Commonwealth of Nationsc. Non-Aligned Movementd. Organization of African Unity/African Unione. Economic Community of West African States	to.	<p>to these international bodies.</p> <ul style="list-style-type: none">c. Outline the benefits Ghana derives from her membership of international bodies.d. Identify the challenges Ghana faces as a result of her membership of international bodies and suggest possible solutions.
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Developing the Test Blueprint

Content Areas	Subject Outcomes (Depth of Knowledge)				Total
	Level 1 Remembering (Recall)	Level 2 Understanding (Skills/Concept)	Level 3 Applying (Strategic Thinking)	Level 4 Analyzing/Evaluating/ Creating Extended Thinking)	
Historiography and historical skills	1	3	3	2	9
Civilizations and cultures of north Africa from 3000 BC to AD 1800	2	3	2	2	9
West African Civilization and cultures	1	3	3	2	9
The peopling of Ghana	2	2	3	3	10
Social, cultural, political and economic development in Ghana in the 16 th centuries	1	2	3	4	10
European contact with west Africa	2	3	3	3	11
Ghana AD 1900-1991	1	2	3	4	10
Post-independence Ghana	2	3	3	4	12
Constitutional developments in Ghana	1	2	4	3	10
Ghana in the comity of nations	2	2	3	3	10
Total	15%	25%	30%	30%	100%