



MINISTRY OF EDUCATION

GOVERNMENT

For Senior High Schools

TEACHER MANUAL



YEAR THREE



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Government

For Senior High Schools

Teacher Manual

Year Three



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

GOVERNMENT TEACHER MANUAL

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INTRODUCTION FOR THE YEAR THREE TEACHER MANUAL

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will be supporting learners to prepare for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods, ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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SECTION 1: SYSTEMS OF GOVERNMENT

STRAND: GOVERNMENT AND DEVELOPMENT

Sub-Strand: Basics of Government

Learning Outcome: *Examine the relationship between the systems of government and Ghana's adoption of the unitary system of government.*

Content Standard: *Demonstrate knowledge, understanding and application of the systems of Government*

INTRODUCTION AND SECTION SUMMARY

Countries around the world have adopted different systems of government that reflect their historical experiences, cultural contexts, geographical realities, and political aspirations. The broad scope of these systems demonstrates how power is organised, distributed and exercised within a state. However, only two systems are generally accepted by scholars when focusing on authoritative public decision-making. This section looks at the two most common political systems: the unitary and federal systems and their implications for unity and development. By the end of this section, learners will be able to assess the strengths and weaknesses of each political system. In addition, its study will provide insight into the specific reasons behind Ghana's adoption of the unitary system of government after political independence.

This section outlines diverse teaching methods and assessment strategies designed to deepen learners' understanding of the main political systems. By the end, learners will not only grasp the core content but also develop essential values such as patriotism, teamwork, and responsibility, alongside key 21st-century skills including innovation, leadership, and effective communication. The most likely opportunity for linkage is with Social Studies.

The themes covered by the section are:

- **Week 1:** Unitary system of government
- **Week 2:** Federal system of government
- **Week 3:** Ghana's adoption of the unitary system of government

SUMMARY OF Pedagogical Exemplars

The pedagogical approaches suggested for teaching the systems of government incorporate a range of collaborative and learner-centred strategies designed to enhance understanding, critical thinking, and communication. To deepen their understanding, learners should engage in pair work and small group activities. This collaborative process supports peer learning and helps learners develop their reasoning by building on a peer's previous contributions. Further, learners' ability to present their findings, preferably using PowerPoint, would allow them to strengthen their digital literacy and public speaking

skills while contributing to a general class discussion. The teacher should ensure active participation of learners with special education needs (SEN) in the delivery of the lesson to promote an inclusive education classroom environment. The teacher is also encouraged to integrate cross-cutting issues such as Gender Equality and Social Inclusion (GESI), Special Educational Needs (SEN), Social and Emotional Learning (SEL), 21st Century Skills, Core National Values and Information and Communication Technology (ICT) into the lesson delivery to enhance interactivity, inclusivity and a learner-centred approach. The teacher is encouraged to use these strategies, among other innovative techniques and integrate gender equality and social inclusion (GESI) and core national values.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Weeks 1 & 2 Discuss the systems of government	3	Individual homework 3 alternative essay questions (from which the teacher should choose one in any given year) with a detailed marking scheme showing the structure and mark allocations
Week 3 Provide reasons for Ghana's adoption of a unitary system of government	4	Individual classwork 1 essay question with instructions and a detailed marking scheme showing the structure and mark allocations

WEEK 1

Learning Indicator: *Discuss the systems of government*

FOCAL AREA 1: MEANING AND FEATURES OF THE UNITARY SYSTEM OF GOVERNMENT

The unitary system of government represents one of the fundamental approaches to organising political authority within a sovereign state. Under this system, a state operates as a single political entity with all governing powers concentrated in the central government that exercises sovereign authority throughout the entire territory. In a unitary system, the central government retains ultimate authority, while subnational units exercise delegated or devolved powers (counties, regions, provinces, states) below it. Decisions are made centrally and then implemented uniformly across all territorial subdivisions or regions of the country, ensuring consistency in policy and administration. While the unitary system is commonly associated with small states, there are notable exceptions such as China. Examples of unitary states are Ghana, Senegal, Uganda, the United Kingdom, and Japan.

LEARNING TASKS

1. Reflect on the meaning of the unitary system of government.
2. Explore the features of a unitary system of government.

Pedagogical Exemplars

Collaborative Learning

1. In a whole-class discussion, the teacher draws out what learners already know about the meaning of the unitary system of government based on visual demonstration or oral description using a pyramid structure. Ask the question: “Are all governments around the world the same? How is power distributed?”
2. The teacher organises a role-play activity to help learners simulate how a unitary system of government operates. Assign learners different roles such as central government officials (e.g., president, ministers) and local authorities (e.g., regional or district officers).
3. Ask learners what happens when decisions are made at the top of this pyramid and how it affects the lower levels.
4. In pairs, have learners collaborate to arrive at the distinctive features of a unitary state, such as a single supreme central authority, subnational units deriving power from central government and suitability for smaller jurisdictions.
5. Learners discuss and continue the line of argument from a previous submission.
6. Learners present their findings preferably using a PowerPoint presentation for a general class discussion.
7. Other learners make contributions after the main presentations.

FOCAL AREA 2: ADVANTAGES AND DISADVANTAGES OF THE UNITARY SYSTEM OF GOVERNMENT

Advantages

- Promotes national unity and integration
- Prompt decision-making and implementation (administrative efficiency)
- Uniformity in governance and social interactions (uniform rules and policies)
- A clear line of accountability (with the central government)
- Relatively less expensive to operate

Disadvantages

- The concentration of power in a single centre can lead to authoritarianism and dictatorship.
- Rigid and hierarchical forms of government and bureaucratic procedures
- Suppression of local initiatives and innovations

LEARNING TASKS

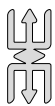
1. Research the unitary system of government in Senegal, Uganda and China.
2. Explore the advantages and disadvantages of a unitary system of government.

Pedagogical Exemplars

Structuring Talk for Learning

1. Ask learners to read the background information on why Senegal and Uganda adopted a unitary system of government (**Homework**).
2. Guide learners (small groups) to engage in a discussion about centralised governance and the factors that influence each country's decision for the use of a unitary system (e.g., historical, political and socio-economic)
3. In small groups, learners discuss the political structure and decision-making process in each country.
4. In pairs, learners discuss the advantages and disadvantages of a unitary system of government in a comparative matrix format (i.e., two-column table).
5. Further, in a Jigsaw strategy, learners discuss why larger and smaller countries, such as China and Ghana, use unitary political systems.
6. The teacher summarises the main points of learning, drawing out the similarities, differences and deeper insights.
7. Ask students to write a one-page essay evaluating which country, Senegal or Uganda, has implemented its unitary system more effectively.

Key Assessment Level 3: Individual Classwork



Note

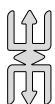
Refer to assessment at the end of Week 2.

PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

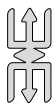
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual classwork. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the classwork (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 2

Learning Indicator: *Discuss the systems of government*

FOCAL AREA 1: MEANING AND FEATURES OF THE FEDERAL SYSTEM OF GOVERNMENT

A federal system is one where governmental powers are divided between a national government and state, provincial or regional governments within a legal framework. The administration of the state is based on multiple units of governance, and each state/region retains some level of independence to manage its affairs. Under this system, the legal provision of the country grants specific power to the central government to perform certain activities, such as the conduct of foreign policy and defence. Similarly, certain powers are reserved for the constituent parts, such as the establishment of local government for the provision of basic services. However, some powers are shared by both the central government and the component units, such as making laws. The **salient features** include diffusion of power among levels of government (i.e., non-centralisation of authority), institutional autonomy between the federal government and constituent units, and the common use of a bicameral legislature. Examples of countries using this system of governance are Nigeria, Brazil, India, and the United States.

LEARNING TASKS

1. Reflect on the meaning of the federal system of government
2. Outline the features of a federal system of government

Pedagogical Exemplars

Collaborative Learning

1. In a whole-class discussion, the teacher explains the meaning of the federal system.
2. Working in pairs, learners review their definition of federalism. To demonstrate their understanding of the term, learners create a Venn diagram in their interactive learners' notebook (or paper), labelling each of the circles with the two levels of government and the shared powers and filling each section with the appropriate information.
3. The teacher should give an oral presentation of the concept of federalism using the Venn diagram to help blind learners understand the concept. Tactile aids should be provided if available for the demonstration of the Venn diagram.
4. The teacher should provide visual aids with captions for deaf learners who need them.
5. Allow deaf learners to present in sign language or submit their presentation in written form. Learners who are blind should have their presentations brailled.
6. Ask learners to work in smaller mixed-ability and gender groups to identify the salient features of the federal system, e.g., division of authority, supremacy of the central government and the existence of a bicameral legislature.

7. Encourage learners to provide examples of how state/regional and federal governments interact in the areas of education, health and taxation (revenue).
8. Learners should be encouraged to respect one another's views and be committed to completing the task.
9. Direct each group to share their information through presentations, making sure the other groups make contributions. Through the presentation, learners should be able to answer the essential question: How is power distributed in a federal system?
10. Show short video clips of legislative debates from both federal and state/regional levels (e.g., debates in the United States Congress and state legislatures, sourced from C-SPAN). Learners are guided to observe and identify how power is exercised at the different levels of government.

FOCAL AREA 2: ADVANTAGES AND DISADVANTAGES OF THE FEDERAL SYSTEM OF GOVERNMENT

Advantages

- Promotes popular participation of people and citizens in governance
- Reduces the workload at the centre in decision-making and implementation
- Promotes both national unity and local diversity
- Safeguards the autonomy and rights of citizens (ethnic and minority interests)
- Reduces the potential for the dictatorship of the central government

Disadvantages

- More expensive form of government and complexity of administration
- Susceptible to conflicts between the levels of government (inter-state/regional)
- Potential duplication of government functions and services
- Delays in decision-making and implementation

LEARNING TASKS

1. Research on the federal system of government in Nigeria
2. Explore the advantages and disadvantages of a federal system of government

Pedagogical Exemplars

Collaborative Learning

1. The teacher recaps the distinctive features of the federal system with the whole class.
2. In smaller groups, have learners identify the number of states in Nigeria (36) and compare the structure and functions of, say, Anambra state government to the federal/national government using library and online resources.
3. In mixed ability or gender groups, pose an open-ended question on the relative strengths and weaknesses of the federal system.

4. Direct each group to create a visual representation (posters) and paste them around the classroom for a gallery walk. Allow learners who are blind to present their information orally.
5. The teacher should support learners with mobility challenges by ensuring easy access in moving about the classroom, appropriate seating, and assistance during the gallery tour or movement-based activities. Presenting groups explain which of the strengths and challenges they find compelling and why at their station.
6. The teacher should encourage learners to build on each other's ideas by asking follow-up questions.

KEY ASSESSMENT: Group Research

1. Define a unitary system of government and state two of its key advantages. Describe the unitary systems of Senegal and Uganda concerning key roles and responsibilities at national and subnational levels, and compare the respective effectiveness of the two systems, with specific examples. **(25 marks)**.
2. Unitary systems of government sometimes have challenges with service delivery, especially to remote areas. Explain three of these potential challenges and indicate three ways some unitary systems mitigate them. **(15 marks)**.
3. A state is considering shifting from a unitary to a federal system of government. Investigate and report on three challenges this state might encounter in the implementation of the new government structure and recommend solutions to each challenge. **(12 marks)**

HINT



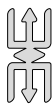
Assign Group Research to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

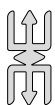
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is group research. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the group research (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 3

Learning Indicator: *Provide reasons for Ghana's adoption of a unitary system of government*

FOCAL AREA 1: REASONS FOR GHANA'S ADOPTION OF A UNITARY SYSTEM OF GOVERNMENT

The small geographical size of Ghana: Ghana's territorial dimensions, with a total land area of approximately 238,535 km² and a population of about 6 million at independence, influenced Ghana's founders' preference for a unitary rather than federal system. In other words, Ghana's relatively small territory allowed for effective administration from a single central government, without creating significant barriers between citizens and government institutions.

Promotion of national integration and unity: At independence, Kwame Nkrumah and the Convention People's Party (CPP) placed a strong emphasis on nation-building and national integration, prioritising social integration over regional divisions and autonomy. The CPP administration believed that establishing a unitary political system was crucial for fostering a shared national identity among the country's diverse ethnic and religious groups. Simply put, the unitary system was seen as vital for national development and stability in the newly independent state.

High Cost Involved: Economically, Ghana could not afford the cost of operating a federal system of government, which is relatively more expensive to run. Establishing autonomous regional governments would lead to duplication of administrative structures and positions, resulting in higher public expenditure. In contrast, the unitary system reduces cost and allows for more efficient use of national resources.

Colonial legacy/historical inheritance: Under colonial administration, Ghana used a single political system with power concentrated in the hands of a central government. At independence in 1957, the existing centralised political structure served as a solid starting point for the new state. Maintaining this system allowed for a smoother transition to self-rule by preserving administrative continuity and avoiding the challenges of creating a new federal system during an important time of building the nation.

Recommendation of the Bourne Commission: The Frederick Bourne Commission, established during the late colonial period (1955), was tasked with determining the most suitable system of governance for the soon-to-be independent Gold Coast, that is, whether Ghana should adopt a federal or unitary system. After extensive consultations and analysis, the Commission recommended the adoption of a unitary system of government.

Other reasons Ghana adopted the unitary system of government include: avoidance of ethnic and regional-based politics, limited administrative capacity and shortage of trained personnel at independence, and uneven distribution of natural resources across Ghana's administrative regions.

LEARNING TASKS

1. Reflect on the meaning of unicameral and bicameral legislatures
2. Outline the factors for Ghana's adoption and use of a unitary system
3. Consider the implications of a unitary system of government on Ghana's development

Pedagogical Exemplars

Collaborative Learning

1. The teacher reviews the previous lesson from Year One (**Week 11**) on the types and structure of the legislature, specifically the unicameral legislature, by using targeted questions to explore the conditions that support its adoption.
2. In two main groups, considering the learners' ability/gender, have learners debate the motion "a unitary system is suitable for homogeneous and smaller states such as Ghana".
3. The teacher assigns particular roles to learners, e.g., principal speaker on one or other side of the debate.
4. Learners should be allowed to debate in varied forms such as oral, sign language or written.
5. The other members of the class actively participate and contribute according to their personal opinions.
6. After the debate, the teacher facilitates a whole-class discussion on the reasons behind Ghana's adoption of a unitary political system and how it contributes to national development.

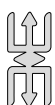
Key Assessment Level 4: Individual Class Exercise

Assess the extent to which Ghana's adoption of a unitary system of government has influenced national development, examining both intended and unintended consequences (**15marks**).

PLC Session 3

45 minutes
Planning & Reviewing the Learning Plan

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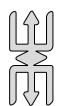
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4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the class exercise (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 1 REVIEW

This section examined the major governance by which administrative powers are distributed between the governments of the whole country, on the one hand and the state or regional governments that exercise authority over the parts of a country, on the other. These are the unitary and federal systems. Each political system attempts to explain the interdependence between national and subnational units. All of them have their advantages and disadvantages and have salient features. However, one has to appreciate the perspective of the two main political systems holistically to come to proper terms before conversion from one to the other. Also, the interactive teaching strategies helped the teacher realign course content, learning indicators, expected learning outcomes, and modes of assessment.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 1 & 2

Question 1

Defines 'unitary system', e.g., A unitary system is one in which the central government is the only sovereign authority and controls all subnational units (counties, regions, provinces, states) below it (**1 mark**). (**Other formulations are possible and should be accepted**)

Outlines and explains at least two key administrative advantages of a unitary system of government, such as uniform national policy across all regions/districts, creating fairness and consistency, quick mobilisation of resources to deal with emergencies, and allowing for faster and more coordinated government responses. (2 marks each, **Total: 4 marks**).

At least two descriptive features of Senegal's unitary system structure (e.g. highly centralised government; the President holds significant executive power, including the appointment of regional governors; decentralised administration or local authorities (departments, communes) just implement central government decisions (2 marks each, **Total: 4 marks**)

An examination of at least two distinctive features of Uganda's unitary system (e.g., decision-making processes concentrated in the central level; decentralised system and local government units have some autonomy in service delivery (2 marks each, **Total: 4 marks**).

Compare the roles and responsibilities, at least two at both the national and local levels in Senegal and Uganda. (2 marks for each level discussion - **Total: 4 marks**)

National-level roles:

In both Senegal and Uganda, the national government is responsible for policy initiation, allocation of funds to different sectors and ensuring internal stability and national defense (1 mark each, **Total: 2**).

Local-level roles:

In Senegal, local government units operate under high administrative oversight and have limited decision-making power. Local units also have low fiscal autonomy, meaning they rely heavily on the central government for funding. In Uganda, local governments have more administrative and fiscal autonomy, allowing them to manage services like health and education, though still under central supervision (1 mark each- **Total: 2**).

Discuss and compare the effectiveness of the governance systems in both Senegal and Uganda. (2 marks for each country discussed - **Total: 4 marks**)

Senegal: The central government has strong control, which ensures uniform rules and policies across the country. However, it often responds slowly to the specific needs of people in different areas/regions.

Uganda: Local government units have more power to make decisions and provide services. This allows or helps communities get involved in addressing their unique challenges.

Question 2

Explanation of unitary government characteristics and decision-making structure. (**1mark**)

Identification and explanation of service delivery challenges (2marks for each point, **Total: 6 marks**).
The challenges may consist of, among others:

- Limited participation of citizens, particularly local communities, in decision-making. The channels for effective citizen participation in the decision-making process are limited as power tends to be concentrated in the national capital, with minimal inputs and contributions from those in the periphery or remote areas.
- Excessive bureaucracy (i.e., centralised administrative bottleneck) hampers rapid service delivery. In a centralised political system, approval of public projects goes through several administrative procedures. This tends to cause delay, inefficiencies, and responsiveness to the needs of the citizenry. This becomes critical in emergency or urgent situations.
- Limited communication/interaction between the central government and the sub-national units leads to exclusion in governance.

Explanation of three proposed solutions or mitigating strategies (2marks for each point, **Total: 6 marks**), including but not limited to:

- Decentralisation of service delivery with local monitoring mechanisms. As an antidote, the decision making and implementation should take place at the local units to help eliminate the undue delays.
- The adoption and use of electronic media that connect the remote and rural communities with the central administration.
- Educational initiatives and awareness creation about the need to participate in the national discourse and decision-making process. State-sponsored educational programmes, along with targeted public awareness campaigns, can inform citizens about their rights, responsibilities and the need to take an active part in the governance and decision-making process. This will ultimately build a culture of accountability and participation.

The use of specific, relevant examples from multiple countries in the explanation of the challenges and strategies (**2 marks**).

Question 3

Explanation of both unitary and federal systems of government (1 mark each), key differences in power distribution between the two systems (1 mark) and analysis of structural changes required for the transition from a unitary to a federal system (1 mark). (**Total: 4 marks**)

Identification and explanation of two challenges that may arise with the introduction of the new government structure (2 marks for each well-explained challenge. (**Total: 4 marks**). The challenges may comprise, but are not limited to:

- Constitutional redesign and legal framework development. Legislation would be required to regroup or consolidate the existing administrative states/regions/cantons into larger ones. There would be a need for constitutional amendments or revisions to divide the powers and functions between the federal and the component units.
- Potential breakout of ethnic and regional tensions and divisions
- Huge financial outlay is involved.
- Conduct of a plebiscite by the citizens to approve the new constitution, and election of political leaders such as the president, governors, senators, or legislators
- Medium-term disruption to government services

Suggestion of two realistic solutions and explanation of implementation approach (1 mark for the solution, 1 mark for the implementation approach. (**Total: 4 marks**). Expected response:

- Massive education and inclusive consultation processes on the need for change. Constitutional convention/forum for citizens' active involvement in the political process. This can be done through workshops and round-table discussions.
- Political consensus on the need for, and value of, our change. Ideally, there should be agreement among the major political parties and organisations representing civil society on why a federal system is desirable.
- Well-thought-out transition plans, especially on the timetable for transfer of functions from national to subnational levels, recruitment and training of new officials, public awareness measures for and the synchronisation of elections.

WEEK 3

An accurate definition of a unitary system of government (1 mark), a clear explanation of Ghana's adoption of a unitary system (1 mark), and a link to two aspects of national development (political, economic, social) (1 mark). **(Total: 3 marks)**

Identification and explanation of at least three intended (positive) and two unintended (negative) impacts with specific examples (2 marks for clearly explained impact). **(Total: 10 marks).**

Positive/intended outcomes

- Political stability and national unity
- Promotion of cultural integration and national identity
- Centralised national economic planning
- Administrative efficiency and service delivery.

Unintended/unexpected outcomes

- Regional development disparities/underdevelopment of the peripheral regions and districts;
- Bureaucratic and administrative inefficiencies;
- Limited opportunities for local innovation and adaptation)

Critical assessment and a balanced consideration of positive and negative impacts with the use of specific evidence to support analysis, at least one for the positive and one for the negative, such as centralised planning has improved national development coordination, but remote/rural areas still face challenges due to overconcentration. **(2 marks)**

SECTION 2: DEMOCRACY AND GOVERNANCE

STRAND: GOVERNMENT AND DEVELOPMENT

Sub-Strand: Indigenous and Contemporary Governance in Ghana

Learning Outcome: *Evaluate the relevance of the democratic features of indigenous governance system*

Content Standard: *Compare Indigenous and Contemporary Governance in Ghana*

INTRODUCTION AND SECTION SUMMARY

Reflecting on the euphoria of development after more than three decades of democratic dispensation, indigenous governance presents a hopeful model of progressive development in Ghana, especially with the return to constitutional rule in 1993. This section expands on the exploration of indigenous governance introduced in Year 1 (Section 2), focusing on its democratic features and the continued relevance of the chieftaincy institution within a Western-style democratic framework. Attention is equally paid to the various explanatory factors as to why some individuals, groups and organisations have called for the abolition of the chieftaincy institution. Learners will be encouraged to connect the concepts explored in this section to real-life situations and relevant issues. To support meaningful development across varied learning contexts, a range of teaching methods and learning strategies are employed. By the end of the section, learners will have cultivated important values such as respect and cooperation. This section also draws interdisciplinary connections with related subjects like History and Social Studies.

The themes covered by the section are:

- **Week 4:** Democratic features of the indigenous governance system
- **Week 5:** Role and challenges of the chieftaincy institution

SUMMARY OF Pedagogical Exemplars

This section employs a combination of participatory and inquiry-based teaching strategies to help learners explore the relevance of indigenous governance within Ghana's democratic context, specifically, the witness session, experiential learning and problem-based learning (PBL) approach. To provide real-life perspectives, a resource person, such as a chief or queen mother, should be invited to speak to the class, and learners perform a role-play and interview traditional authorities within their communities. The teacher should ensure active participation of learners with special education needs (SEN) in the delivery of the lesson to promote an inclusive education classroom environment. The teacher is also encouraged to integrate cross-cutting issues such as Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), 21st Century Skills, Core National Values and Information and Communication Technology (ICT) into the lesson delivery to enhance interactivity, inclusivity and a learner-centred approach. The use of visual posters encourages creativity, critical thinking, and communication skills among learners, and instils values like respect for authority, loyalty, and patriotism.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Week 4 Assess the democratic features of the Indigenous governance system	3	Individual project work 1 essay question with analysis/explanation and a detailed marking scheme showing the structure and mark allocations
Week 5 Examine the role of the chieftaincy institution in contemporary governance in Ghana	3	Individual project work 2 essay questions with analysis/explanation and a detailed marking scheme showing the structure and mark allocations

WEEK 4

Learning Indicator: *Assess the democratic features of the Indigenous governance system*

FOCAL AREA 1: DEMOCRATIC FEATURES OF THE INDIGENOUS GOVERNANCE SYSTEM IN GHANA

Before the advent of colonial rule, Ghana had a strong indigenous political system of governance that had been in place for hundreds of years. These political systems with unique features were created by different ethnic groups such as the Mole-Dagbani, Ga-Dangme, Ewe, and Akan. Despite the criticism of the systems, they show resilience and form a part of modern governance. The indigenous governance system in Ghana is characterised by the following democracy-leaning features:

1. The nomination and selection process of traditional leaders, such as Chiefs and Queen mothers, involves consultation with stakeholders, particularly the royal family and lineage heads.
2. Participatory decision-making. The system emphasises collective deliberations and consensus-building rather than unilateral decisions. The Council of Elders serves as an advisory and consultative body or deliberative assembly.
3. Principles of separation of powers and checks and balances to curb despotism. The system prevents the concentration of powers in a single hand. For example, there is the separation of political, spiritual, and judicial roles. In addition, the system fosters an element of accountability. A Chief/Queen mother who violates community norms or abuses power could be removed from office.
4. The existence of rules of law and customary constitutionalism. The indigenous political system is governed by comprehensive customary laws, which are akin to constitutions in modern democracies.
5. Freedom of expression. Community members are encouraged to voice their opinions, especially during public forums such as durbars and community meetings, without fear of reprisal.

LEARNING TASKS

1. Record a personal definition of the concept of democracy and how it works
2. Interact with a resource person from your community
3. Explore the democratic elements of the institution of chieftaincy in Ghana
4. Create a chart showing the democratic features of indigenous governance in Ghana

Pedagogical Exemplars

Witness session (Resource Person)

1. Using the KWL technique (Know, Want to Know, Learnt), ask learners what they know about democracy and how it works in Ghana's modern political system.
2. Invite a Chief/Queen mother within the school environment to provide insights on the democratic elements of the indigenous system in Ghana. The teacher should provide sign language interpretation for learners who are deaf during the visit of the Chief/Queen Mother.
3. The teacher should give a brief bio and the role of the Guest Speaker in the community.

4. The teacher moderates the discussion to keep the focus on democratic features such as processes of consultation, decision-making, leadership selection, checks and balances and accountability mechanisms.
5. The teacher should actively support and encourage learners who are shy or reluctant to speak by creating a safe and inclusive classroom environment.
6. The teacher leads the whole class after the discussion, summarising key points.
7. Using a Venn diagram, ask learners in small groups to compare the democratic features of indigenous governance with those of Ghana's modern political system. The teacher should ensure that learners who are blind have a tactile Venn diagram or are provided with an oral description of the concept using the Venn diagram.
8. Direct each group to create a visual display (informative visual posters) highlighting the democratic features, citing specific examples from the discussion/talk to illustrate each democratic element.
9. Learners may record a verbal explanation of their group's democratic features, describing key elements and providing specific examples from the talk.
10. Through the lesson, learners exhibit creativity, enhance their communication skills, and develop core values such as respect for authority, loyalty, and patriotism.

Key Assessment Level 3: Individual Project Assignment

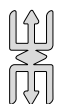
Evaluate the effectiveness of checks and balances in Ghana's indigenous governance systems. Examine how Councils of Elders oversee the actions of chiefs to prevent the abuse of power and ensure accountable leadership. Support your analysis with specific examples from at least two indigenous governance systems. **(18 marks).**

PLC Session 4

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



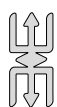
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual project assignment. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assignment (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 5

Learning Indicator: *Examine the role of the chieftaincy institution in contemporary governance in Ghana*

FOCAL AREA 1: ROLE OF CHIEFTAINCY INSTITUTIONS IN CONTEMPORARY GHANA

The chieftaincy institution is one of Ghana's most enduring indigenous governance structures, representing a bridge between the country's rich traditions and modern democratic aspirations. Despite political transformations from colonial to post-independence eras, chieftaincy institutions have demonstrated extraordinary resilience, adapting to new roles while maintaining cultural legitimacy in Ghana's governance system. The relevance of chieftaincy institutions in modern democratic governance includes:

- Mobilisation of resources for the implementation of self-help programmes (e.g., infrastructural projects)
- Settlement of disputes and promotion of peace (i.e., conflict mediators through the use of Alternative Dispute Resolution)
- The attraction of foreign direct investment and domestic private capital mobilisation for local communities (e.g., lease of land for the establishment of business centres)
- Preservation of customs and traditions (i.e., custodians of culture)
- Advisors/consultants on both local and national policy issues (e.g. health, education and development planning)

LEARNING TASKS

1. Read a case study about the powers and functions of chiefs in Ghana
2. Take part in an interactive role-playing activity to better understand the chieftaincy institution

Pedagogical Exemplars

Experiential Learning

1. Divide the class into groups of three. Have one person in each group play the role of a Chief (male) and another play the role of Queen mother (female) based on learners' interests and strengths.
2. Brief learners on the community issue they will role-play (e.g., building a school, or resolving a land dispute).
3. Guide each lead in the group to perform only his or her assigned role description, and provide peer support for learners with special educational needs in executing their roles. Allow learners who are deaf to use the sign language in the group activity.
4. The third person in each group should observe the discussion between the Chief and Queen's mother and then comment on the innovative strategies they have employed to bring development to their communities.

5. The teacher should identify and give support to learners who might be struggling to perform their roles.
6. The teacher leads a whole-class discussion on what they have learnt from the exercise about the role of traditional authority in Ghana.
7. Ask learners to submit a one-page report on how traditional authorities contribute to community development.

FOCAL AREA 2: CHALLENGES OF THE CHIEFTAINCY INSTITUTION IN CONTEMPORARY GHANA

The chieftaincy institution remains a vital part of Ghana's most distinctive cultural and political landscape. However, it faces several challenges that affect its legitimacy, relevance and effectiveness in the modern era.

- Politicisation of the chieftaincy institution
- Chieftaincy succession disputes
- Loss of respect from citizens (due to corruption and illegal sales of land)
- Rural-urban drift (absentee chiefs)
- An ill-defined relationship between traditional authorities and local government units

LEARNING TASKS

1. Read a news article on the challenges of chieftaincy institutions in Ghana
2. Interview a traditional authority/leader in your community
3. Create a diary detailing the challenges facing the chieftaincy institution in Ghana.

Pedagogical Exemplars

Problem-based Learning

1. The teacher should reinforce the previous lesson by using targeted questions based on news headlines from sources such as radio, television, newspapers, and social media that report on chieftaincy disputes.
2. Ask learners to interview traditional authorities from the local paramountcy or the school environment about their contemporary challenges. Deaf learners should be assisted by peers who can communicate using sign language in conducting the interview.
3. The teacher should fine-tune the interview questions to focus on specific challenges, such as succession disputes, politicisation of chieftaincy affairs, and loss of respect from the citizens and how they affect community development in Ghana.
4. Have learners write a two-page report or position statements on addressing chieftaincy challenges for further class discussion.
5. For learners with visual impairment, allow recording of position statements.
6. The teacher leads a whole-class discussion to compare the challenges and evaluate the effectiveness of the proposed solutions.

7. In small groups, direct learners to create an educational leaflet or an audio recording about the proposed solution and post it around the classroom for gallery work.
8. Learners use sticky notes or verbally add comments or questions to other groups' presentations.
9. Have learners role play a traditional court setting showcasing how disputes are settled taking into consideration the key elements of arbitration, mediation and reconciliation which are the cornerstone of traditional dispute resolution. Learners should be made to understand that traditional rulers still settle disputes even though minor ones.

Key Assessment Level 3: Individual Project Assignment

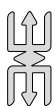
1. Examine the impact of chieftaincy succession disputes in your community, focusing on education, social cohesion and overall development. Propose two evidence-based reforms, drawing on the 2008 Chieftaincy and Succession Disputes Act (Act 759), to help prevent future disputes in Ghana. (15 marks)
2. Analyse the constitutional provisions in Ghana that restrict chiefs from engaging in active party politics. In your response, assess whether these rules help protect the chieftaincy institution or whether they unfairly limit the democratic rights of chiefs as citizens. (15 marks).

PLC Session 5

45 minutes

Planning & Reviewing the Learning Plan

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Note

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SECTION 2 REVIEW

This section set out to discuss the role of indigenous governance in Ghana's democratic landscape. The section emphasises the democratic elements embedded within indigenous governance systems and explains how these features continue to contribute to national development. Learners explore the relevance of the chieftaincy institution in a modern democratic framework, considering how it complements modern democratic ideals such as representation, consensus-building, and accountability. The section also critically analyses the ongoing discourse surrounding the future of the chieftaincy institution, including arguments from individuals and organisations that question its place in contemporary governance. To enable the teacher and learner to become familiar with and appreciate the implications of the indigenous governance system, different pedagogical techniques have been suggested, coupled with the application of depth of knowledge in the design of the assessment.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 4

A general understanding of indigenous governance systems (1 mark), explanation of the structure of traditional authority with hierarchy (1 mark) and identification and brief explanation of two different roles within the systems, such as the Chief, the Linguist, Queen mother (1 mark each) (**Total: 4 marks**)

Identification of four checks and balances mechanisms within the indigenous governance system in Ghana (e.g. Queen mother's advisory and nomination role in selecting a chief, oath-taking and sacred obligations to the people by the chiefs, invocation of ancestors and deities, destoolment/deskinment procedures for chiefs who abuse power, public consultation and community durbar to maintain legitimacy, and religious and cultural beliefs/cultural norms serves as constraints) (1 mark each). (**Total: 4 marks**).

Analysis/explanation of how the Council of Elders (i.e. traditional legislature) exercises oversight and ensures accountability over the chief (i.e. the traditional executive). (2 marks per well-explained point). (**Total: 6 marks**)

Expected key points

- Custodian of tradition and advisor to the chief
- Rejection or approval of the decisions made by the chief; depose a chief who violates customary laws or rules in a tyrannical manner
- Monitors proper distribution of communal royalties and revenue
- Communicates/conveys community concerns to the chief

Compare the checks and balances used in any two indigenous governance systems in Ghana (2 marks each - **Total: 4 marks**). For example, the role of the Ga Traditional Council, the role of the Asanteman Council, the role of the Tindana (earth priest), and the Council of Elders among the Ewe groups [dumegawo].

WEEK 5

Question 1

An explanation of the relevance of the indigenous governance system in a democratic setting (1 mark) and understanding of the chieftaincy succession dispute and reference to the 2008 Chieftaincy Act provisions (1 mark) (**Total: 2 marks**)

Identify three causes of chieftaincy succession disputes (e.g., contestation of succession process, political interference, land ownership and control, power struggle for the paramountcy and autonomy, and corruption and manipulation) (1 mark for each identified cause). (**Total: 3 marks**).

Identify and explain implications of chieftaincy succession disputes on educational activities, social cohesion and community development (2 marks for each clearly explained area). (**Total 6 marks**). Expected key points may include:

Impact on education (2 marks)

Closure of schools due to insecurity, reduction in attendance due to safety concerns, teacher transfers or reluctance of teachers to accept postings to dispute areas, and disruption of traditional support for education, such as funding/scholarships by chiefs

Impact on social cohesion (2 marks)

Animosity and division among community members along lineages, breakdown of social capital and communal activities such as festivals and cultural celebrations and psychological impacts of fear and mistrust within the community.

Impact on broader development (2 marks)

Create a hostile environment that prevents investment and community development projects, damage to properties, injury or loss of lives that set the community back, withdrawal of NGO interventions and development partnerships and stalled infrastructure projects in the disputed areas.

Identify and explain two reform measures that can help resolve chieftaincy succession disputes in Ghana in line with the Chieftaincy Act. (2 marks for each well-explained reform measure, **Total: 4 marks**).

Expected response

- documentation and codification of royal/lineage succession plans
- depoliticisation of the institution of chieftaincy
- speedy adjudication of disputes by the Regional and National Houses of Chiefs
- peacebuilding using Alternative Dispute Resolution mechanisms and education and awareness programmes on succession procedures.

Question 2

Identification and basic explanation of Article 276(1) of the 1992 Constitution (1 mark), accurate reference to the Chieftaincy Act, 2008 (Act 759) and its provision on political neutrality (1 mark) and explanation of the purpose and effect of these restrictions (e.g., to protect neutrality, preserve unity) (1 mark) (**Total: 3 marks**).

Provide justifications or at least three reasons for the restrictions and institutional protection of the institution of chieftaincy (e.g., historical role of Chiefs/Queen mothers as neutral arbiters in communities, potential for political divisions within the traditional areas where people support different political parties, avoid conflicts within the royal family or factions, maintain respect and authority from all, regardless of political affiliations, protection of chieftaincy institution from partisan manipulation) (2 marks for each clear justification, **Total: 6 marks**).

Explain two limitations on democratic rights arising from the restrictions, including: restriction on freedom of expression and political views, limitation of right to political association and participation, and the laws are discriminatory as they target specific groups (Chiefs/Queen mothers) (2 marks for each well-explained point. **Total: 4 marks**).

Provide evidence or an example to support how constitutional restrictions limit political participation of Chiefs/Queen mothers (e.g., Nana Akosua Frimpomaa Sarpong Kumankuma relinquished her Queen Mother role to serve as the vice-presidential candidate of the Convention Peoples Party in the 2012 general elections (1 mark) and explanation of how the example illustrates the legal/personal consequences of the constitutional restriction such as how Chiefs/Queen mothers must choose between their traditional role and political ambition, which limits their democratic rights (1mark). (**Total: 2 marks**)

SECTION 3: ORGANS OF GOVERNMENT

STRAND: CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

Sub-Strand: Constitution and Organs of Government

Learning Outcome: *Examine the significance of the Fourth Republican Constitution of Ghana and justify the existence of the separation of powers and checks and balances*

Content Standard: *Demonstrate understanding and appreciation of the 1992 Republican Constitution*

INTRODUCTION AND SECTION SUMMARY

In the late 1980s, Ghana witnessed a determined struggle for democratisation and a growing demand for good governance. This democratic momentum led to significant constitutional and political reforms in the country. Section 3 of this manual explores key aspects of Ghana's transitional processes during this period. Building on prior discussions from Year 1 (Weeks 9–12) and Year 2 (Weeks 8–10), this section focuses on the structure and interaction of the branches of government. By the end of this section, learners will be able to discuss the historical background of Ghana's current constitutional design, examine its unique features, particularly the doctrine of separation of powers and the system of checks and balances and explain how these elements shape the functioning and relationship between the executive, legislative, and judicial branches of government. This section can be linked with subjects such as History and Social Studies.

The themes covered by the section are:

Week 6: The 1992 Republican Constitution

Week 7: Principle of Separation of Powers and Checks and Balances

Week 8: Separation of Powers and Checks and Balances in Ghana

SUMMARY OF Pedagogical Exemplars

This section showcases a range of effective pedagogical strategies that foster critical thinking, collaboration, inclusivity, and real-world application in the teaching of constitutional democracy in Ghana. The engaging and interactive strategies for teaching in this section include collaborative learning, talk-for-learning and problem-based learning. These exemplars collectively highlight the integration of collaborative, visual, inquiry-based, and differentiated strategies to promote deep civic understanding, democratic values, and critical engagement among learners. The teacher should ensure active participation of learners with special education needs (SEN) in the delivery of the lesson to promote an inclusive education classroom environment. The teacher is also encouraged to integrate cross-cutting issues such as Gender Equality and Social Inclusion (GESI), Social and Emotional

Learning (SEL), 21st Century Skills, Core National Values and Information and Communication Technology (ICT) into the lesson delivery to enhance interactivity, inclusivity and a learner-centred approach.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Week 6 Examine the salient features of the 1992 Republican Constitution	3& 4	Mid-Semester Examination Individual class exercise 2 essay questions with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Week 7 Describe the separation of powers and checks and balances	3	Individual class exercise 1 essay question with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Week 8 Discuss the relevance of the principles of separation of powers and checks and balances in Ghana	3	Group project 1 essay question with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks

WEEK 6

Learning Indicator: Examine the salient features of the 1992 Republican Constitution

FOCAL AREA 1: PROCESS OF DRAFTING THE 1992 CONSTITUTION

The drafting of Ghana's 1992 Constitution marked a significant turning point in the country's political history, laying the basis for the Fourth Republic and the return to democratic governance after 11 years of military rule by the Provisional National Defence Council (PNDC) government. The constitution that ushered the new government into office on January 7, 1993, emerged through complex, multi-stage processes.

However, it must be added that the factors that influenced the return to democratic governance were both external and internal. Externally, donors tied foreign aid to a programme of political reform towards democratic governance (political conditionalities). Internally, there was persistent opposition from groups such as trade unions, church leaders, professional associations, students, and journalists.

1992 Constitution-making process

- **Establishment of the National Commission for Democracy.** The return to democratic rule in Ghana started with the inauguration of the National Commission for Democracy (NCD) in 1990. The NCD was tasked with conducting nationwide consultations on Ghana's political future, completing its report in March 1991.
- **Creation of the Committee of Experts:** Based on the recommendations of the National Commission for Democracy (NCD), the PNDC government established a nine-member Committee of Experts chaired by Dr. S.K.B. Asante. The committee completed its work in July 1991 and proposed a draft constitution for Ghana's Fourth Republic. The draft hybrid constitution drew on key elements from previous constitutions (i.e., 1957, 1960, 1969, and 1979).
- **Consultative Assembly:** In August 1991, a 258-member Consultative Assembly (CA) was convened, comprising representatives from various sectors, including professional groups teachers, lawyers, religious bodies, traditional authorities, and civil society. The Consultative Assembly reviewed and debated the draft constitution, incorporating memoranda and submissions from individuals and organisations to ensure broad-based input and national consensus.
- **Public endorsement/approval:** In April 1992, a national referendum was conducted to approve the draft Constitution. The outcome reflected overwhelming public support, with over 92%% of voters endorsing the 1992 Constitution.
- **Return to democratic rule:** Following the successful referendum, the PNDC lifted the ban on political party activities in May 1992. This paved the way for presidential elections in November and parliamentary elections in December of the same year, marking Ghana's return to multi-party democracy in January 1993.

LEARNING TASKS

1. Trace the chronological development of the 1992 Republican Constitution of Ghana.
2. Analyse the roles of key stakeholders in the constitution-making process.

Pedagogical Exemplars

Talk for Learning

1. Recap Year 1 learning (**Week 7**) through a focused class discussion. Start with the guiding question: “Why do countries draft constitutions?” Encourage learners to reflect on what they previously learned about the purpose and importance of constitutions using targeted question follow-ups.
2. The teacher reiterates that the constitution helps shape the organisation and development of states for both present and future generations.
3. In small groups (gender, mixed ability), ask learners to identify the key stages in the drafting of the 1992 constitution, e.g. the factors for the transition to democracy, the National Commission for Democracy consultations, the formation of the Committee of Experts, establishment of the Consultative Assembly.
4. Using the jigsaw technique, assign each group a specific stage in the drafting of the 1992 constitution to explore and discuss. Ask the group to create a timeline card with key dates, main events, key stakeholders, and significance.
5. Have each group prepare a brief presentation and add their findings to the class timeline chart displayed on the whiteboard for peer review and discussion.
6. Ask groups to provide large design materials to assist friends with visual impairments and allow the submission of audio-recorded responses to support diverse learning needs.
7. Summarise the key points discussed in the lesson, emphasising the importance of constitution-making and constitutional practice in the governance of the Ghanaian state.
8. Learners should do a presentation on the sources of a constitution especially on that of Ghana. Guide Learners to look at the features of 1957, 1960, 1969 and 1979 constitutions of Ghana and how they impacted on Ghana’s current constitution.

FOCAL AREA 2: FEATURES OF THE 1992 CONSTITUTION

The 1992 Constitution of Ghana serves as the supreme law of the land and the cornerstone of the country’s Fourth Republic. It outlines the structure of government, defines the powers and responsibilities of various state institutions, and provides mechanisms for accountability and checks and balances.

The Main Features of the 1992 Constitution

1. The principle of separation of powers and checks and balances (legislature, executive and judiciary)
2. The authority of the Republic is vested in the hands of an executive President under a hybrid system, who performs the functions both of the head of state and the head of government.
3. Bill of Rights, i.e. fundamental human rights and freedoms of citizens (Chapter 5)
4. Establishment of independent commissions to promote good governance (e.g. Electoral Commission, Commission on Human Rights and Administrative Justice, National Media Commission, and National Commission for Civic Education)
5. Establishment of decentralisation and the local government system
6. The existence of the Council of State is to assist the president in the performance of functions.

LEARNING TASKS

1. Explore the salient features of the 1992 constitution
2. Create a chart showing features of the 1992 constitution

Pedagogical Exemplars

Collaborative Learning

1. Using the think-pair-share strategy, ask learners to identify the salient features of the 1992 constitution (separation of powers, fundamental human rights, decentralisation and the local government system).
2. In small groups (mixed ability, gender), have learners create a visual flowchart (posters) showing the features and post them around the classroom for a gallery walk.
3. The teacher should support learners with mobility challenges by ensuring easy access in moving about the classroom, appropriate seating, and assistance during the gallery tour or movement-based activities.
4. Use large designs, pictorial or verbal summaries for learners who are deaf/blind with learning challenges.
5. Have each group spend 3-5 minutes at a station, discussing and recording their thoughts.
6. After the walk, and in a jigsaw strategy, have each group select one constitutional feature and explain it to the whole class, based on the information they gathered and discussed during the activity.
7. In the same small groups, have learners identify one constitutional feature they believe needs strengthening and present a proposal in a mock constitutional review commission format.
8. Allow verbal or audio-recorded responses for learners who struggle with writing.
9. The teacher synthesises the findings and identifies unique features of the 1992 Constitution and how they promote good governance and development in Ghana.

KEY ASSESSMENT: Mid-Semester Examination

Identify three important features of the current 1992 constitution of Ghana and three of its limitations on governance in Ghana. Suggest three ways of addressing these limitations; which is the most effective and why? **(18 marks)**.

Level 4

Evaluate the influence of external factors on Ghana's 1992 Constitution, examining both their impact on the constitutional development process and the specific provisions incorporated into the final document. **(15 marks)**

HINT



Conduct *Mid-semester Examination*. It should cover the contents taught from Week 1 to 5. Refer to the *Table of Specification and Structure of the Paper*. Learners' papers should be marked immediately and scores entered into the SAP.

Structure

Section A: 25 Multiple-choice questions

Section B: 2 Essay Questions

Table of specification for item construction for section A and B

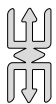
Week	Learning Indicator	Types of questions	DoK Levels				Total
			1	2	3	4	
1	Discuss the systems of government	MCQs	2	2	-		4
		ESSAY	-	-	-		-
2	Discuss the systems of government	MCQs	2	2	2		6
		ESSAY	-	-	1		1
3	Provide reasons for Ghana's adoption of a unitary system of government	MCQs	-	2	1		3
		ESSAY	-	-	-		
4	Assess the democratic features of the Indigenous governance system	MCQs	3	2	1		6
		ESSAY					
5	Examine the role of the chieftaincy institution in contemporary governance in Ghana	MCQs	1	3	2		6
		ESSAY			1		1
		Total	8	11	8		27

PLC Session 6

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

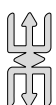
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is mid-semester examination. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the mid-semester examination (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 7

Learning Indicator: *Describe the separation of powers and checks and balances*

FOCAL AREA: MEANING OF SEPARATION OF POWERS, CHECKS AND BALANCES

Principle of Separation of Powers

Separation of Powers (SoP) is the principle by which the powers of government are divided among three distinct branches: the executive, the legislature, and the judiciary. Each branch is assigned specific responsibilities and powers, and they must function independently and equally to perform their roles effectively. It argues that no individual or person should belong to more than one branch or perform the functions of another. The executive must not exercise legislative or judicial powers. Its core mandate is to enforce enacted laws and take all necessary measures to implement them. The legislature must not exercise executive or judicial powers. Its primary function is to enact laws. The judiciary must not exercise executive or legislative powers. Its role is to resolve disputes concerning violations of rights protected by law and to make decisions based on those laws. The analysis of government into three main divisions was popularised by the French philosopher Montesquieu to safeguard liberty. The main objective of the separation of powers is the fear that when power is concentrated in one institution, it can lead to abuse and the violation of citizens' rights. The simple logic of the separation of powers is to reduce the monopoly of power and discretion by one institution of the state.

However, there is no complete separation of powers in theory or practice. There are unavoidable overlaps in administering the affairs of the state, both in the presidential and parliamentary systems of government. Under the doctrine of separation of powers, the three branches operate independently but certainly not in isolation.

Checks and Balances

The principle of checks and balances operates on the notion that each branch of government is entrusted with special powers to keep a check on the exercise of functions by others, ensuring a balanced distribution of power. It is the practice where the three organs of government (executive, legislature and judiciary) exercise some form of influence over the other to prevent excess or abuse of power. To prevent such abuses, each branch should have the ability to control and restrain the actions of the other branches of government. The system of checks and balances dovetails into the argument that in a democratic society, the branches of government are answerable to each other and, to a large extent, the citizens. Thus, the legislative branch should check the executive, and the judicial branch should oversee both branches and correct any errors and abuses that may arise. For example, in the presidential system, the legislature creates laws, but the president must assent to and sign Bills before they become law. However, the legislature can override the President's Veto with the constitutional requirements and procedures. In addition, the judicial branch can overturn laws that it deems unconstitutional.

The principles of separation of powers and checks and balances are not the same. The system of checks and balances is a specific form of separation of powers. Separation of powers is a broader concept that includes various subtypes, one of which is checks and balances. Simply, checks and balances on the principle of separation of powers encompass a wide range of tools such as judicial review, presidential veto and impeachment.

Advantages of separation of powers and checks and balances

- Avoid arbitrary governance and the emergence of tyranny
- Protection of the liberties and freedom of individuals and citizens
- It enhances transparency and accountability
- Promote institutional specialisation and efficiency
- Enhance peaceful conflict resolution

Disadvantages of separation of powers and checks and balances

- This can lead to deadlock in decision-making (e.g. between executive and legislative branches) and become a hindrance to effective administration (Inter-branch coordination)
- Increases the cost of government
- Direct inter-branch conflicts and disputes

LEARNING TASKS

1. Reflect on the principles of separation of powers and checks and balances
2. Outline the key principles of the separation of powers and checks and balances
3. Explain the advantages and disadvantages of the principles of separation of powers and checks and balances

Pedagogical Exemplars

Collaborative Learning

1. Have learners pair-share review definitions and key principles of separation of powers and checks and balances in their own words.
2. In a jigsaw strategy (small mixed ability group), learners explore the relative advantages and disadvantages of separation of power and checks and balances, e.g., enhancing transparency and accountability, prevention of dictatorship, increase in operational expenses and inter-branch conflict and disputes with specific examples.
3. Have the small groups create visual displays (poster, chart) explaining their assigned advantages and disadvantages in an evaluation matrix format (i.e. column and row headers) and post them at different locations around the classroom.
4. Accept written / audio response options from learners with reading or writing difficulties.
5. In small groups, ask learners to walk around the classroom, visiting each station. At each station, have a group representative explain the key points of their poster to the visiting learners/friends.
6. The teacher should support learners with mobility challenges by ensuring easy access in moving about the classroom, appropriate seating, and assistance during the gallery tour or movement-based activities.

7. In a random group, have learners discuss how the advantages and disadvantages contribute to democratic governance.
8. The teacher leads a short class discussion summarising key insights and reinforcing concepts.

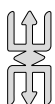
Key Assessment Level 3: Individual Class Exercise

To what extent do the principles of separation of powers and checks and balances strengthen democratic governance? Compare how these principles function in a presidential system, such as Ghana's, with their operation in a parliamentary system. **(20 marks).**

PLC Session 7

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - c. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - d. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - e. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

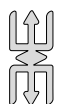
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes
Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes

- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
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5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
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 - a. transfer your chats into your learning planner template.
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 8

Learning Indicator: *Discuss the relevance of the principles of separation of powers and checks and balances in Ghana*

FOCAL AREA: RELEVANCE OF SEPARATION OF POWERS AND CHECKS AND BALANCES IN GHANA

Ghana's 4th Republican Constitution (1992) embraces the principle of separation of powers. Article 93(2) vests the legislative authority of the Republic in parliament. Article 58(1) provides that the executive authority of the Republic shall be vested in the President. Article 125(3) vests the judicial authority in the courts. The relevance of the principles of separation of powers and checks and balances in contemporary Ghana includes:

Prevention of power concentration: Distributing power among the three branches of government creates a solid basis for democratic governance by preventing power concentration in the hands of a selected few elites and individuals that characterised previous military governments (i.e., the National Liberation Council, National Redemption Council, Supreme Military Council I & II, Armed Forces Revolutionary Council, and the Provisional National Defence Council).

Promotion of democratic consolidation and stability: The separation of powers contained in the 1992 constitution has contributed meaningfully to Ghana's democratic stability by preventing any single institution from dominating the governance of the state. This principle has enabled peaceful transfers of power between the NPP and NDC after nine successive competitive elections (1992-2024). Ghana stands out for its effective institutional checks and smooth democratic transitions in the West African sub-region.

Promotion of transparency and accountability: This is done through budget scrutiny, vetting of presidential nominees, and monitoring of policy implementation by the executive. Additionally, independent constitutional bodies like CHRAJ, the Auditor-General's Office, and the Office of the Special Prosecutor help strengthen accountability by investigating corruption, human rights abuses, and administrative misconduct.

Protection of Fundamental Rights: The judiciary serves as a check on both the executive and the legislature through its power of judicial review. The judicial branch in Ghana also provides remedies through various mechanisms, including certiorari, mandamus and habeas corpus proceedings that enable citizens to challenge rights violations.

LEARNING TASKS

1. Research on the separation of powers as outlined in the 1992 Constitution.
2. Identify the key separation of powers and checks and balances embedded in the 1992 constitution and appreciate the importance of these features in establishing effective governance.

Pedagogical Exemplars

Problem-based Learning

1. Divide the class into three small groups and have them read the background information, “**The 1992 Constitution: Why Separation of Powers**” (Homework).
2. Have learners in one group read Chapter 10 of the Constitution (on the Legislative branch), have the second group read Chapter 8 (on the Executive branch) and have the third group read Chapter 11 (on the Judiciary).
3. The teacher leads an interactive whole-class discussion to define separation of powers, checks and balances.
4. Have each small group identify the key powers/authority granted to its branch and the limits the Constitution imposes on these powers.
5. Ask each group to summarise its discussion and prepare a brief report for further discussion and contributions.
6. In the same groups, have learners develop policy briefs on strengthening the separation of powers in Ghana and use a clear, structured format, such as charts or PowerPoint, to facilitate class discussions and deeper understanding.
7. The teacher summarises the discussion and clarifies any misconceptions.

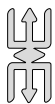
Key Assessment Level 3: Individual Class Exercise

Analyse how effectively Ghana’s constitutional system of checks and balances has functioned in practice since the return to democratic rule in 1993. Examine specific interactions between the branches of government that demonstrate either successful implementation or the practical limitations of separation of powers. **(15marks)**

PLC Session 8

45 minutes
Planning & Reviewing the Learning Plan

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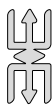
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10 minutes

Content Exploration

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30 minutes

Enactment

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5 minutes**Reflection**

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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 3 REVIEW

This section provided learners with an in-depth understanding of Ghana's transitional political processes during the late 1990s. Through a historical overview, learners examined the background and rationale behind the design of the 1992 Constitution, focusing particularly on its foundational features. This section also **focuses on** the organs of government, detailing their roles and interrelationships within the framework of democratic governance. Key concepts explored included the doctrine of separation of powers and the system of checks and balances, both essential in ensuring accountability and preventing the abuse of power within Ghana's democratic dispensation.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 6

Question 1

Identify three salient features of the 1992 constitution (executive president under a hybrid system, the existence of independent bodies, bills of rights, and decentralised local administration) (1 mark for each distinct identified feature. **(Total: 3 marks)**).

Examine three limitations of the constitution and how they affect governance in Ghana (such as the concentration of powers in the hands of the executive president, weak separation of powers as a majority of ministers of state are appointed from the legislature, autonomy of the independent constitutional bodies, practice of winner-takes-all politics political system, and weak protection of economic and social rights, centralised appointment of MMDCEs (undermines decentralisation) (2 marks for each limitation stated and link to how it affect governance, **Total: 6 marks**).

Outline any three ways to address the limitations, examples may include revision of the constitution aimed at reducing the excessive powers of the president, enhancing the independence of constitutional bodies, reform of the electoral system based on proportional representation, and strong parliamentary oversight. (2 marks each for well-explained reform suggestions. **(Total: 6 marks)**)

Identify/select one reform measure to improve Ghana's 1992 Constitution (1 mark) and give reasons why it is the most effective reform (1 mark), and a description of likely impacts on democratic governance (1 mark) **(Total: 3 marks)**.

Question 2

Identify external factors for the transition to democratic government in Ghana in the early 1990s, such as donor pressure and conditionality, the end of the Cold War and the spread of the third wave of democratisation and globalisation of the capitalist economy. (1 mark each - **Total: 3 marks**).

Identify and explain at least two major external influences and how each directly shaped the drafting process or specific structures within the Constitution. For example, donor pressure from institutions like the World Bank and the IMF. Ghana was required to adopt a democratic constitution as a condition for receiving continued financial aid and support, and the end of the Cold War intensified momentum for democratic reforms and encouraged Ghana to abandon authoritarian rule (2 marks each - **Total: 4 marks**).

Examine four features of Ghana's constitution that were shaped by external forces or the adoption of best practices from other jurisdictions, such as the adoption of presidential term limits, creation of autonomous institutions/commissions such as the Electoral Commission, CHRAJ, multi-party democracy, existence and operation of a network of civil societies and civil liberties and freedoms such freedom of the press, association and worship) (2 marks each for a well-explained provision linked to external influence. **(Total: 8 marks)**).

WEEK 7

Definition of separation of powers and checks and balances as constitutional principles (2 marks) and their role in governance, such as the rule of law and accountability (2 marks) **(Total: 4 marks)**

Identify how at least two of the principles strengthen democratic governance, such as preventing the abuse of power, safeguarding rights and freedoms, promoting accountability and transparency, and ensuring independent institutions (2 marks for each point, **Total: 4 marks**).

Identify four (4) mechanisms underpinning the separation of powers checks and balances in Ghana's presidential system and in parliamentary systems (e.g. specific powers assigned exclusively to each branch, oversight functions that allow one branch to monitor the actions of another, institutional independence of the branches of government and dual accountability measures, (1 mark for each mechanism identified - **Total: 4 marks**).

Analysis of how these principles, at least two operate in Ghana's presidential system (the Executive President is elected separately from the legislature, ministers selected from parliament, and an independent judiciary and constitutional bodies) (2 marks for each point – **Total: 4 marks**).

Analysis of how these principles operate in parliamentary systems (fusion of executive and legislative branches, Prime Minister chosen from majority party, the role of opposition and shadow cabinet, confidence votes, and question time) (2 marks for each point - **Total: 4 marks**).

WEEK 8

Definition of checks and balances as a constitutional principle (1 mark), how power is distributed among the three branches of government in Ghana (1 mark) and refer to relevant constitutional articles: (Articles 57-96 (Executive), 93-124 (Legislature), 125-161 (Judiciary) (1 mark each) (**Total: 5 marks**).

Describe at least two real-life examples of checks and balances in Ghana since 1993, such as interactions between the executive and legislative branches (e.g., parliamentary vetting of ministerial nominees, approval of budget statement and economic policy, executive interference in the legislature due to parliamentary majority), judicial independence and review of laws passed by Parliament, and independent constitutional bodies (2 marks for identified and well-explained point – **Total: 4 marks**).

An examination of how principles of checks and balances have worked in practice, highlighting both strengths, such as an independent judiciary in electoral disputes and functioning constitutional bodies like CHRAJ (2 marks) and weaknesses such as executive dominance over Parliament and politicisation of institutions (2 marks) (**Total: 4 marks**).

Summary with a recognition of the complexities in the implementation of checks and balances in Ghana (**2 marks**).

SECTION 4: STATE-SOCIETY RELATIONS

STRAND: CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

Sub-Strand: State and Non-State Actors in Ghana

Learning Outcome: *Examine the relevance of Political Parties and Elections in Democratic Society.*

Content Standard: *Evaluate State-Society Relations and Administration*

INTRODUCTION AND SECTION SUMMARY

To consolidate the learning from Year 1 and 2, learners continue their exploration of state-society relations with a focus on the evolving role of political institutions. This section specifically examines the expanding role of political parties in democratic states, highlighting their importance in political participation, socialisation, and policy-making. Additionally, the section delves into electoral systems and elections. It explains the types and core functions of elections, such as representation, promotion of legitimacy and accountability. Further, learners are introduced to the variety of voting systems by which representatives are selected, including majoritarian, proportional, and absolute majority systems. By the end of the section, learners will have acquired not only a deeper understanding of the democratic process but also values such as patriotism, teamwork, and a sense of civic responsibility. They will also develop essential 21st-century skills such as innovation, leadership, and effective communication. The most likely opportunities for linkages are with History and Social Studies.

The themes covered by the section are:

Week 9: Political parties

Week 10: Elections

Week 11: Voting systems

SUMMARY OF Pedagogical Exemplars

This section employs collaborative learning strategies to deepen learners' understanding of political parties, elections, and voting systems within democratic governance. The pedagogical approaches are learner-centred, inclusive, and designed to foster critical thinking, communication, and civic engagement. Learners develop teamwork, critical analysis, public speaking, and citizenship skills, aligned with the curriculum's vision of preparing them for meaningful participation in Ghana's democratic process. The teacher should ensure active participation of learners with special education needs (SEN) in the delivery of the lesson to promote an inclusive education classroom environment. The teacher is also encouraged to integrate cross-cutting issues such as Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), 21st Century Skills, Core National Values and Information and Communication Technology (ICT) into the lesson delivery to enhance interactivity, inclusivity and a learner-centred approach.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Week 9 Discuss the role of political parties in a democratic state	4	Individual class work 1 essay question with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Week 10 Assess the types and functions of elections	3	Case study 1 essay question with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Week 11 Assess the types and functions of elections	3	Group Work 1 essay question with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks

WEEK 9

Learning Indicator: *Discuss the role of political parties in a democratic state*

FOCAL AREA: ROLE OF POLITICAL PARTIES IN A DEMOCRATIC STATE

Political parties perform many useful functions in democratic societies. These vary according to the political system in which the parties operate, but some basic functions are widely shared.

1. **Recruitment and training of political officeholders:** Political parties recruit, select and present qualified candidates to represent them in elections. Party positions provide the training grounds and experience for future political leaders.
2. **Interest aggregation and articulation:** Political parties coordinate and refine the demands that are made on the political system, allowing the system to respond more effectively to those demands. In other words, political parties gather and organise citizens' concerns into clear policy platforms, turning diverse views into practical political choices.
3. **Political socialisation:** In democratic states, political parties tend to reinforce the established system indirectly by helping to socialise a section of the population into the prevailing political culture. Simply, political parties educate citizens about public issues, governance processes, and civic responsibilities.
4. **Communication:** Political parties often act as a conduit for communication. They transmit information upwards and downwards from the government to the public.
5. **Policy-making:** Political parties that form the government have the initiative in designing public policy. They present policy platforms to the electorate before elections. For example, political parties in Ghana develop manifestos articulating specific policy proposals addressing national development challenges. However, the performance of political parties in policy formulation varies greatly from time to time and from place to place.
6. **Serve as a watchdog of the ruling government:** Opposition parties monitor government policy decisions and actions, utilising parliamentary committees, media engagements, and public demonstrations. The watchdog role focuses on issues such as potential corruption and policy failures.

LEARNING TASKS

1. Record personal definitions of political parties and democracy
2. Investigate and describe the key functions of political parties in a democratic system
3. Evaluate how political parties contribute to democratic consolidation and stability

Pedagogical Exemplars

Collaborative Learning

1. In a whole-class discussion, the teacher draws out what learners already know about the relationship between parties and democracy.

2. Divide the class into six expert groups, and have each explore one crucial function (e.g., recruitment and training of political officeholders, interest aggregation and articulation, political socialisation, etc.) of political parties.
3. Have a small group create a presentation and promotional poster explaining their arguments and findings with concrete examples for a general class discussion.
4. Allow audio-recorded responses or dictation for learners with writing difficulties and ensure all learning areas are accessible to learners with mobility challenges.
5. After the presentations, individually ask learners to rank functions of their perceived importance and, in a think-pair-share activity, explain their top choice.
6. Have a brief closing discussion about the democratic importance of political parties. Ask learners individually to explore a specific election issue (e.g., illegal mining) from social media platforms and compare the position of political parties in Ghana.
7. Learners present brief findings for peer feedback.

Key Assessment Level 4: Individual Class Exercise

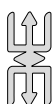
Evaluate the essential functions of political parties in strengthening democratic governance, analysing how these functions have manifested in Ghana's Fourth Republic (**18 marks**)

PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



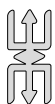
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.

- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 10

Learning Indicator: *Assess the types and functions of elections*

FOCAL AREA 1: MEANING AND TYPES OF ELECTIONS

An election is the process of choosing an individual for a particular office by voting. It is an organised process by which people choose their representatives. Elections may be conducted to fill vacant positions in the legislature, executive, regional or local government units and other business organisations and voluntary groups.

To qualify as democratic, elections must be free, which means they must satisfy certain criteria, including:

1. Opportunity for citizens to form political parties and put forward candidates
2. Open and fair competition between those seeking elections so that the electorate can be presented with meaningful choices
3. Parties and candidates must be allowed to campaign freely under the same set of rules and regulations.
4. Individuals who satisfy the broad criteria, such as citizenship and age qualification, must have the right to vote (principle of universal adult suffrage)
5. Registered voters must be allowed free access to vote according to their wishes without fear of coercion.
6. Each ballot should be accorded equal value and recorded transparently.
7. Independent electoral management body/commission

Types of Elections

1. **General Elections:** These elections involve comprehensive nationwide voting exercises that determine the composition of principal governmental institutions. That is the purpose is to select representatives for national legislative bodies (Parliament) and/or executive leadership positions (President).
2. **By-elections:** By-elections occur between general elections to fill vacancies in representative positions. The purpose is to replace representatives who have died, resigned, been removed, or assumed other positions. It is limited to specific constituencies or districts where vacancies exist.
3. **Run-off elections:** Run-off elections are second-round voting in a general election in which no candidate/party obtained the required percentage to be declared a winner. Put differently, the purpose is to guarantee that winners secure more than 50% of votes when the first rounds fail to produce majority winners. Concerning eligibility, it is usually limited to top performers from the first round. For example, in the 2008 presidential run-off election between Prof. Atta-Mills of the NDC and Nana Akufo-Addo of the NPP, which was won by Prof. Atta-Mills.
4. **Primary Elections:** Primary elections determine party candidates for subsequent general elections. The purpose is to select party nominees from multiple aspirants within the same political organisation. In terms of eligibility and participation, it is limited to party members or, in open primaries, broader voter segments.

5. **Local Elections:** Local elections determine leadership for subnational governmental units. The purpose is to select representatives for regional, municipal, district, or community governance bodies. In terms of the scope, they are limited to specific administrative units.
6. **Referendum and Plebiscite:** These are means by which a policy question is submitted directly to the electorate rather than being decided exclusively by elected representatives. These elections are particularly useful for expressing public opinion on a particular issue, and they either involve a constitutional change or a major policy issue. The purpose is to obtain citizens' direct approval or rejection of particular policies or major decisions. *However, a distinction has to be made between referendums and plebiscites.* Referendums typically have a specific constitutional or statutory basis with clearly established procedures for their initiation, conduct and implementation. They are often mandatory for certain types of decisions, particularly constitutional amendments. Plebiscites, on the other hand, are not always binding on the government. They are consultative, in that they are intended to guide government deliberations, not necessarily determine their final decision.
7. **Recall:** It is a procedure enabling citizens to discipline a representative who does not appear to have performed adequately. Constituents may require that their representative be either reconfirmed in office by a new election or dismissed for not properly representing the wishes of the constituency. E.g. the removal of elected Assembly members from office in Ghana's local government system.

FOCAL AREA 2: FUNCTIONS OF ELECTIONS

Elections are indispensable to democratic government and valued even by some authoritarian governments around the world. They are just a moment in a broader electoral cycle that involves many rule changes and activities. In modern democracies, elections matter for many reasons.

1. They act as a mechanism of choosing representatives: Selection of individuals to occupy seats in representative institutions through the nomination of candidates and political parties.
2. Elections determine leadership, either continuity or change in leadership: Elections provide citizens the opportunity to review the government records, assess its mandates and replace it with an alternative. For instance, the President is elected, reconfirmed and replaced by Ghanaians directly through the electoral process. Thus, it offers the opportunity for the orderly succession of government.
3. Elections serve as agents of political socialisation and integration: During elections, the whole country joins in the common project of deciding who will form the next government. Issues, individuals and parties are given extensive media coverage that informs, educates and involves individuals in a common national purpose.
4. Elections enhance and confer legitimacy on government: The legitimacy of the ruling elites/ politicians is confirmed through free and fair elections. It provides the means for ensuring that those selected into office have the mandate and approval of at least the majority.
5. Participation in governance: Elections offer the opportunity for individuals and citizens to exercise their franchise.

LEARNING TASKS

1. Identify the legal requirements for becoming a citizen in your country.
2. Explain the meaning of elections
3. Identify and distinguish between different types of elections
4. Evaluate the democratic implications of different election types

Pedagogical Exemplars

Collaborative Learning

1. Ask learners to list what they believe are the criteria for voting in Ghana (for example, age, gender and citizenship) through guided discussion.
2. Provide a working definition of elections and allow for clarification
3. In a jigsaw strategy, ask learners to identify and explore the types of elections (general elections, by-elections, local elections and recall), focusing on the dimension of the purpose, scope, and procedure followed, participants, and democratic outcome.
4. In mixed ability/gender groupings, direct learners to create a concept map outlining the main functions of elections in a democracy.
5. The teacher provides a short text or video summary of a recent election in Ghana (e.g., the 2024 general elections or by-election). The teacher should provide audio-descriptive videos with captions for blind and deaf learners.
6. Learners reflect on the picture/video, and in small groups, identify real-life examples of each function discussed in their concept maps and develop a comprehensive reference chart.
7. The teacher invites two groups to present their findings to the class and then encourages the rest of the learners to share feedback, add new ideas, or offer alternative perspectives.

Key Assessment Level 3: Case Study

Using the 2024 Ghanaian general election as a case study, assess how the election fulfilled the main purposes of elections in a democratic system by addressing the following questions. **(25 marks)**

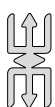
- a. Outline the political context of the 2024 Ghanaian general election, focusing on the key political parties and major issues.
- b. Identify three specific functions that elections serve in democratic systems and explain how each contributes to democratic governance.
- c. Examine specific evidence from the 2024 election that demonstrates how well each election function was fulfilled or challenged.
- d. Drawing on your analysis, propose two concrete reforms that would enhance the capacity of future elections in Ghana to more effectively fulfil their core democratic functions.

PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

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2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
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 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

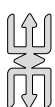
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is case study. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the case study (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
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9. Remember to
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 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 11

Learning Indicator: *Assess the types and functions of elections*

FOCAL AREA 1: MEANING AND TYPES OF VOTING SYSTEMS

A voting system is the arrangement by which votes are converted or aggregated into seats on representative bodies. It is the composite of rules and regulations governing the voting process that determines how candidates and/or parties are elected, i.e. the winners and losers of seats in the legislature or a president achieve office.

Types of Voting Systems

There is an enormous variety of voting systems; states develop unique electoral arrangements based on culture, political history and party organisation. Each voting system offers certain benefits and disadvantages in terms of the representation of different groups in society and its impact on the kind of party system that evolves. In other words, the type of electoral system, with its specific electoral rules, determines who votes and how the votes are counted. There are three main types of voting systems: single-member plurality/majority system, proportional representation and absolute majority systems.

1. **Single-Member Plurality/Majority:** In the single-member plurality system, a country is divided into separate geographical constituencies, and each constituency chooses one legislative representative. In an election, the winner of a plurality, that is, the largest number of votes in each constituency, becomes the representative. It is sometimes called the first-past-the-post. For example, the parliamentary elections in Ghana are based on the principle of plurality.
2. **Proportional Representation:** In Proportional Representation (PR) systems, political parties are allocated seats in direct proportion to the number of votes they receive. Under this system, voters select parties rather than candidates; parties determine candidate ranking. PR aims to give political parties representation that reflects their actual level of popular support using several variants, such as second balloting and single transferable vote. For example, under single transferable vote system, voters rank individual candidates in order of preference rather than voting for a single candidate or party list.
3. **Absolute Majority System:** It is a voting mechanism that requires the winning candidate(s) to secure a pre-determined percentage (absolute majority) of the total valid votes cast. In other words, the candidate must secure more than half of the votes in the election before he/she can be declared a winner. This system is employed to elect the President of Ghana under the Fourth Republic (50% plus one). However, if no candidate secures an absolute majority in the first round of voting, the bottom candidate (s) drop out, or the top two go into a final round.

LEARNING TASKS

1. Identify the legal requirement for becoming a citizen in your country and how it impacts on your right to vote.
2. Join a structured debate designed to model real-life conversations on the types of voting systems
3. Differentiate between major types of voting systems and their operational mechanisms

Pedagogical Exemplars

Collaborative learning (debate)

1. The teacher leads an interactive whole-class discussion on the meaning and types of voting or electoral systems.
2. Ask learners to summarise and paraphrase in their own words the concept of voting systems and their types.
3. Set up the classroom for a debate. Also, ensure to have a place where learners can make a polling station accessible to learners with mobility challenges.
4. Direct learners about the rules and orders of the debate (e.g., structured presentation of arguments, cross-examination period between groups, criteria for evaluation, learners as judges, etc.)
5. Divide the class into three groups: those that are ‘for’ and those that are ‘against’, and some observers. Thus, the teacher should assign roles to learners.
6. Introduce the topic of whether or not the current electoral process in Ghana is effective or not. (**Debate question:** “Ghana’s current FPTP electoral system for the parliament election is out of date, and there is a need to progress towards PR”)
7. Accept pictorial presentations for learners with communication challenges.
8. Upon completion of the debate, direct learners to attend the set-up polling station to cast their vote for who they believe won the debate or the most compelling presentation.
9. Instruct the observers/non-debating learners to count the votes and present the results to the class.
10. Engage the class in an interactive discussion on how the polling station mirrors real-world voting experiences.
11. Have learners write a one-page report on the system they believe has the strongest case, and why?

Key Assessment Level 3: Group Work

Working in groups, prepare a written report or presentation that addresses the following:

1. Define **First-Past-The-Post (FPTP)** and **Proportional Representation (PR)**. (4 marks)
2. Explain **three strengths and three weaknesses** of FPTP. (6 marks)
3. Explain **three strengths and three weaknesses** of PR. (6 marks)
4. Evaluate whether Ghana should replace FPTP with PR, providing at least **two arguments for** and **two arguments against** the change. (4 marks)
5. Identify and explain **three potential challenges** that may arise if such a change were implemented. (3 marks)

Total: 23 marks

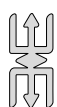
PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

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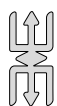
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is group work. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the group work (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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30 minutes**Enactment**

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5 minutes**Reflection**

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SECTION 4 REVIEW

This section dealt with the various stakeholders in the study of state-society relations. It discussed, among other things, political parties, voting systems and elections. Learners explore electoral systems and processes, gaining insights into the types and functions of elections, as well as the different voting systems used to select representatives. In essence, these terms help to understand and appreciate the sustenance of democracy. Finally, the content, pedagogical strategies, and assessment techniques presented in this section serve as a framework to guide subject teachers in designing more detailed and effective lesson plans that promote meaningful teaching and learning.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 9

Definition of political parties (1 mark) and explanation of two key party functions concerning democratic governance (accept any of the following points clearly explained: representation of diverse constituencies, interest aggregation and articulation, watchdog role and checks by opposition parties, electoral mobilisation, and policy-making). (1 mark each) **(Total: 3 marks)**.

An examination of major parties and their development in Ghana (transition from PNDC to the Fourth Republic in 1992 (2marks), constitutional provisions for multiparty democracy, but the development of a two-party dominant system – NPP and NDC (1 mark) **(Total: 3 marks)**

Evaluation of how parties have fulfilled democratic functions in Ghana with evidence or examples, at least three (3 marks each - **Total: 9 marks**):

- Representation function (e.g., the inclusion of diverse interests, regional and ethnic representation challenges)
- Policy-making and formulation (e.g., quality of manifestos, policy implementation, such as the National Health Insurance Scheme)
- Democratic accountability function (e.g., parliamentary opposition oversight, the transition of power in 2000, 2008, and 2016, and internal party democracy)
- Evaluation of electoral mobilisation (e.g., voter education, campaign strategies).
- Recruitment and training of leaders (prepare candidates for Parliament or presidency, such as Presidents John Kufuor (NPP), John Mahama (NDC), and Nana Akufo-Addo (NPP), all rose through party ranks.) (3 marks per well-explained function)

Examine at least three challenges or weaknesses of political parties to democratic functions in Ghana (policy discontinuity after change of government, monetisation of politics and elections, division and polarisation among the citizens) (1 mark each - **Total: 3 marks**)

WEEK 10

- a. Examination of the political context leading to the 2024 election. Focusing on key political parties and candidates (5 marks), campaign dynamics and major issues (2 marks), and discussion of public participation and media environment (2 marks) **(Total: 9 marks)**
- b. Identification and explanation of at least three core functions of elections (provide legitimate representation, facilitate citizen participation in governance, hold government accountable, and socialisation and integration) (2 marks each - **Total: 6 marks**)
- c. Mentioning at least three evidence or specific examples (2 marks for each point, well-explained, **Total: 6 marks**), such as:
 - i. Gender and youth representation statistics (election of first female vice president, females won 14.1% of parliamentary seats, representing a minimal and insignificant increase of 1 from 2020 of 40, 128 first-time representatives (MPs), mostly the youth).
 - ii. Citizen participation (voter apathy, with a turnout figure of 63.9% compared to the 2020 figure of 79%)

- iii. Accessibility initiatives (the use of tactile ballot paper for the inclusion of people with visual impairment)
 - iv. Peaceful transfer of power (announcement and acceptance statements by losing candidates regarding the result, detailed security arrangements during the transition period).
- d. An examination of reform proposals, at least two (such as voter education programmes with implementation details, civic education curriculum reforms, campaign finance regulations with enforcement mechanisms and steps toward the adoption and use of electronic voting with enhanced security protocols) (2 marks each - **Total: 4 marks**).

WEEK 11

Definition of FPTP and PR and explanation of vote-to-seat conversion in each system. (1 mark each for correct explanation -**Total: 2 marks**)

A description and understanding of how FPTP system works (2 marks), identification and explanation of at least two strengths (e.g., easy and simplified voting procedures, relatively less expensive to practice (2 marks each) and identification and discussion of four weaknesses such as FPTP tends to favour larger parties and often ignores smaller party votes, FPTP does not reflect the strengths of political parties (1 mark each) (**Total: 10 marks**).

Explanation of how PR works and why it is suitable alternative in terms of fairness in outcome (e.g., PR gives a more accurate representation by allocating seats according to the proportion of votes each party receives and PR provides an opportunity for non-party candidates to be elected, reflects actual voter preferences better than FPTP) (2 marks each, **Total: 6 marks**)

Identification and explanation of two major obstacles and objections to replacing FPTP with Proportional Representation, including resistance from major political parties and logistics and administrative capabilities (1 mark each) and suggestions of at least three reasonable solutions to address them, such as public engagement and stakeholder consultations. (1 mark each) (**Total: 5 marks**).

SECTION 5: PUBLIC ADMINISTRATION

STRAND: CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

Sub-Strand: State and Non-State Actors in Ghana

Learning Outcome: *Evaluate e-governance in service delivery at the district and national levels*

Content Standard: *Evaluate State-Society Relations and Administration*

INTRODUCTION AND SECTION SUMMARY

This section is designed to support teachers in delivering governance topics essential to Ghana's socio-economic development. It aims to deepen learners' understanding of the structures, processes, and policies that shape public administration and drive national progress. The section is organised around three core themes. First, decentralisation and local government. This area focuses on Ghana's decentralised governance system and its role in promoting local development. It also addresses key challenges facing decentralisation, including political interference, inadequate funding, and limited local capacity. Second, there is public service administration in Ghana. This theme provides an overview of the role of the Civil Service. It examines the duties and ethical responsibilities of civil and public servants and identifies common challenges such as bureaucratic delays (red tape), resistance to change, corruption, and low staff motivation. Third and finally, is e-governance. This theme explores how digital technologies are transforming governance by enhancing transparency, efficiency, and the delivery of public services. It highlights major digital initiatives in Ghana, such as the Ghana.gov portal and the use of mobile money for public payments.

This section outlines diverse teaching methods and assessment strategies designed to deepen learners' understanding of the main public administration systems in Ghana. By the end, learners will not only grasp the core content but also develop essential values such as patriotism, teamwork, and responsibility, alongside key 21st-century skills including innovation, leadership, and effective communication. The most likely opportunity for linkage is with Social Studies.

The themes covered by the section are:

- **Week 12:** Decentralisation and development
- **Week 13:** The functions and challenges of the Civil Service
- **Week 14:** e-Governance and socio-economic development in Ghana

SUMMARY OF Pedagogical Exemplars

This summary outlines effective teaching strategies and learning activities drawn from the project-based, problem-based, and collaborative learning approaches, designed to help learners engage with governance topics in practical and meaningful ways. The pedagogical approaches represent best-practice teaching strategies that foster effective learning, critical thinking, and active learner engagement. These strategies connect academic theory with real-world application. The teacher should ensure active participation of learners with special education needs (SEN) in the delivery of the lesson to promote an inclusive education classroom environment. The teacher is also encouraged to integrate cross-cutting issues such as Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), 21st century skills, core national values and information and communication technology (ICT) into the lesson delivery to enhance interactivity, inclusivity and a learner-centred approach.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Week 12 Assess the effects of the concept of decentralisation on development	3 & 4	Practice Paper 1 Individual class exercise 2 essay questions with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Week 13 Functions and challenges of the Civil Service	3	Individual class exercise 2 essay questions with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Week 14 Examine the relevance of e-governance in the socio-economic development of Ghana	3	Individual class exercise 2 essay questions with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks

WEEK 12

Learning Indicator: *Assess the effects of the concept of decentralisation on development*

FOCAL AREA 1: POSITIVE EFFECTS OF DECENTRALISATION ON DEVELOPMENT IN GHANA

In the past three decades (since the birth of the Fourth Republic), decentralisation of governance has become the leading approach in development discourse in Ghana. Several justifications have been provided for this governance model. The positive effects of decentralisation include:

1. **Promote participatory governance:** Decentralisation promotes empowered and participatory governance by involving residents in decision-making. It encourages broader participation, including civil society actors, which enriches policy discussions and ensures that local development plans reflect community needs and priorities.
2. **Foster inclusive growth and poverty reduction:** Decentralising government enhances inclusive growth and poverty reduction by shifting decision-making closer to the people. Local governments are better positioned than central authorities to understand and address the unique development needs of their communities. With greater control, they can effectively mobilise local resources such as human capital, information, and logistical support for targeted solutions.
3. **Enhance transparency and accountability:** Decentralisation, as a key governance reform, strengthens transparency and accountability by enabling the election of local leaders and fostering citizen oversight. Local officials become more focused on their duties, performance reports, and are held accountable by the communities they serve. This reduces corruption and elite dominance while encouraging social accountability.
4. **Public service delivery and community development:** Decentralisation is expected to improve public service delivery and promote community development by allowing local governments to respond more effectively to the specific needs of their communities. Unlike central authorities, which may be distant from rural areas, local units are better positioned to understand and address local conditions and priorities. This is especially important given the diversity in geographic and socio-economic contexts.
5. **Promote political stability and unity:** Decentralisation enhances the sense of belonging among different groups by involving them in the political process. In other words, it fosters inclusion, especially in multi-ethnic societies, by empowering minority and marginalised communities to participate in local governance, thereby strengthening national cohesion and contributing to overall political stability.

LEARNING TASKS

1. Reflect on the types and structure of Ghana's local government system
2. Interview a resource person from your district assembly
3. Explore the positive implications of decentralisation on development
4. Create a chart/table showing a project implemented in your community by the district assembly

Pedagogical Exemplars

Project-based Learning

1. Through a whole-class discussion, the teacher elicits learners' prior knowledge of the types and structure of Ghana's local government system, drawing on content covered in Year Two (i.e., Weeks 15 and 16).
2. Through guided questions, the teacher should lead a whole-class discussion on real-life examples of local development projects typically undertaken by local authorities or District Assemblies in Ghana, such as waste management and collection, water provision, and the construction of schools.
3. Organise learners into small, gender-balanced and mixed-ability groups, and engage them in a way that each learner conducts an individual interview and/or carries out independent research as part of the group task.
4. The teacher should guide learners in developing clear and relevant interview questions (e.g., "What are the top two development projects your local authority or District Assembly is currently undertaking?") and provide practical tips on how to conduct interviews in a respectful, ethical, and professional manner.
5. Individually, ask learners to conduct field interviews and make observations on a specific development project or basic service within their community, and write a brief report to be shared and discussed during group sessions.
6. Have learners focus on measures in promoting local economic development and rural development. The teacher should value the lived experience and local knowledge of learners.
7. In their groups, direct learners to share findings from their individual reports and collectively identify the top two development initiatives undertaken by their District Assembly. As a group, remind them to analyse and highlight similarities and differences among the various projects reported.
8. Have groups develop a comparative chart/table showing the project implemented, purpose/impact and the differences across communities. E.g., How feeder roads help farmers get access to the markets and improve their income.
9. Have groups present their charts and findings to the class. Encourage them to read loudly, clearly and with expression and to listen respectfully to others reading this report.
10. Once all the groups have presented their conclusions, the teacher facilitates a discussion on the patterns and priorities.

FOCAL AREA 2: CHALLENGES OF GHANA'S DECENTRALISATION

Decentralisation has increased the voice of the poor and thereby improved accountability and responsiveness of government in Ghana, but it is confronted with several challenges.

1. **Inadequate technical and competent personnel:** Human resources are the most important asset of any organisation, yet many MMDAs in Ghana face a shortage of qualified personnel. Often, administrative decisions are made by untrained staff. Although MMDAs understand their local needs, they do not have the autonomy to recruit, select, or place staff. Instead, recruitment is centrally controlled, and appointments are sometimes made based on political connections rather

than merit. Also, poor working conditions, low salaries, and limited incentives make it difficult to attract skilled workers, especially to rural areas.

2. **Financial constraints (inadequate revenue):** District Assemblies get their revenue from sources like rates, fees, levies, and the District Assembly Common Fund (DACF) as outlined in Act 455. However, they face challenges such as a weak local tax base and limited control over key revenue sources, which are managed by the central government. Additionally, there are frequent delays in the release of DACF funds, and deductions are often made at the source without the knowledge of the MMDAs. For example, there is a linkage between DACF delays and project abandonment.
3. **Non-involvement of citizens in decision-making:** Citizen involvement in local decision-making in Ghana is limited due to low public awareness and inadequate participation mechanisms. Decision-making tends to be dominated by a few individuals, increasing the risk of the system being used for personal gain. This is further worsened by widespread apathy. As a result, policies and programmes often lack community input, leading to poor quality and limited impact.
4. **Increased graft and corruption:** There is weak oversight, poor accountability, and limited public access to budget information allows funds to be misused. Local officials often control finances with little citizen involvement, leading to elite capture and reduced trust in local governance. This undermines transparency, service delivery, and the overall goals of decentralisation.

LEARNING TASKS

1. Explore the challenges of Ghana's local government system.
2. Develop an interview guide and interact with a resource person from your district assembly.
3. Create a reflective journal detailing the challenges in conducting an interview.

Pedagogical Exemplars

Project-based Learning

1. In small groups, learners explore two key challenges of Ghana's decentralisation, such as inadequate revenue mobilisation, low citizen participation, or weak transparency and accountability.
2. In pairs, have learners develop interview questions based on a selected thematic area such as revenue mobilisation, citizen participation, or transparency and accountability.
3. As the teacher, help learners to refine the questions for clarity and relevance (e.g., "What are the main challenges your District Assembly faces in implementing decentralisation programmes?").
4. Individually, direct learners to conduct interviews with a local government official (e.g., Planning Officer, Assembly Member, District Chief Executive), either in person or online.
5. Let learners know they are to record key responses and identify three main challenges of decentralisation based on insights gained during the interview.
6. In small groups, have learners share their findings, identify common challenges, and compare their results with theoretical concepts previously discussed in class. Explain also to learners that they are to explore the interconnectedness of the challenges (e.g., how inadequate funding can lead to weak service delivery or low citizen participation).
7. Have groups create a chart or infographic showing the challenge (e.g., inadequate funding), the cause or consequence and suggested solution.

8. Encourage creativity in the design and presentation of the charts by asking learners to incorporate elements such as colour coding, flow diagrams, and digital tools.
9. Have the classroom set up so that everyone can see and hear one another. Give each group ample time to present their chart and conclusions.
10. After each presentation, invite peer questions and comments, or use the “2 stars and a wish” feedback approach, highlighting two strengths and one suggestion for improvement.
11. The teacher provides constructive feedback, helping learners make connections between their findings and broader issues in national governance.
12. Have each learner write a brief personal reflection addressing challenges they found surprising during the interview and how this project has changed their view of local governance and decentralisation in Ghana.

KEY ASSESSMENT: Practice Paper 1

Level 3

Explain how decentralisation helps improve development in rural areas or boosts local economies in Ghana. Suggest practical ways that a) the government and b) local people can make decentralisation work better to reduce poverty and improve lives in rural communities. **(15 marks)**

Level 3

Evaluate how inadequate revenue affects how local government authorities carry out developmental projects in Ghana. Suggest practical and realistic ways the government can improve the financial strength of local authorities. **(15 marks)**

Level 4

Propose reforms of Chapter 20 of the 1992 Constitution that can improve decentralisation and Local Government System in Ghana.

HINT



Conduct **Practice Paper 1**. It should cover the contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.

PRACTICE PAPER (MOCK) 1

TABLE OF SPECIFICATION FOR GOVERNMENT PAPER 1

Sub-strand	Learning indicator	Type of assessment	DOK				Total
			1	2	3	4	
Basics of Government	1.1.1.LI.1 1. Analyse the meanings of Government.	MCQ	2	2	1		5
	2. Analyse basic concepts and principles of Government.	MCQ	2	1	1		4
	3. Explain the importance of the study of Government.	MCQ		2	1		3
Indigenous and contemporary governance in Ghana	1.. 1.2.LI.1 1. Describe the structure of the indigenous system of government in Ghana.	MCQ		2	2		4
	2. Describe how traditional leaders contribute to the socio-economic development of Ghana.	MCQ	1		2		3
Indigenous and contemporary governance in Ghana	3.1.2. LI1 . 1. Assess the democratic features of the indigenous governance system	MCQ		1			1
Basics of Government	2.1.1.LI.1 1. Explain the concept of citizenship.	MCQ		2	1		3
	2. Discuss how citizenship is acquired in Ghana.	MCQ		2			2
	3. Explain the meaning and types of rights.	MCQ	1	1			2
	6. Discuss how the rights of citizens can be restricted	MCQ			2		2
Basics of Government	3.1.1.LI1 1. Discuss the systems of government.	MCQ	2				2
Constitution and Organs of Government	1.2.1.LI.1 1. Explain the meaning of constitution and constitutionalism	MCQ	1	2			3
	2. Discuss the various types of constitution	MCQ	1		2		3
	4. Explain the meaning, types, and structure of the legislature	MCQ	2				2

	5. Explain the meaning and structure of the judiciary	MCQ		2			2
Constitution and Organs of Government	3.2.1.LI2 : Describe separation of powers, checks and balances	MCQ			1		1
State and non-state actors in Ghana	1.2.2.LI.1 1. Explain how public opinion influences public policy decisions	MCQ		2			2
	2. Discuss the principles of mass media	MCQ	2	1			3
	3. Explain political party and its structure and pressure groups	MCQ	1		2		3
TOTAL			15	20	15	-	50

TABLE OF SPECIFICATION FOR GOVERNMENT PAPER 2

Sub-strand	Learning indicator	Type of assessment	DOK				Total
			1	2	3	4	
Basics of Government	2.1.1.LI.2 Discuss how citizenship is acquired in Ghana.	Essay	1				1
	2.1.1.LI.5 Establish the symbiotic relationship between the responsibility of the state towards citizens and vice versa in national development.	Essay			1		1
Basics of Government	3.1.1.LI.2 Provide reasons for Ghana's adoption of a unitary system of government	Essay		1			1
Indigenous and contemporary governance in Ghana	1.1.2.LI.2 Describe how traditional leaders contribute to the socio-economic development of Ghana.	Essay	1				1

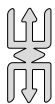
Indigenous and contemporary governance in Ghana	2.1.2.LI.2 Analyse the features of good governance.	Essay			1		1
Ghana in the Community of Nations	1.3.1.LI.2 Discuss the role of state and non-state actors in the international system	Essay	1	1			2
Ghana in the Community of Nations	2.3.1.LI.2 Examine the determinants of Ghana's foreign policy	Essay		1			1
Globalisation and development	2.3.2.LI.1 Explain the meanings and characteristics of globalisation	Essay		1			1
Globalisation and development	3.3.2.LI.2 Discuss the measures aimed at mitigating the negative effects of globalisation on Ghana's development	Essay			1		1
		TOTAL	3	4	3		10

PLC Session 12

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



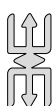
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is practice paper. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 13

Learning Indicator: *Functions and Challenges of the Civil Service*

FOCAL AREA 1: FUNCTIONS OF THE CIVIL SERVICE

The Civil Service is a key institution in any democratic society because of its central role in decision-making and policy implementation. As government functions become increasingly complex, only dedicated, well-trained, and skilled personnel, true professionals, can effectively carry out these responsibilities. The Civil Service also ensures continuity in governance, provides expert advice, and supports the day-to-day operations of government. It is often regarded as the institutional memory of the state, preserving knowledge and practices that help maintain stability through political transitions. The core functions include:

1. **Policy initiation:** The key function of senior civil service members is to design policies that provide key solutions. They lay before ministers the options they wish to adopt that will promote the country's socio-economic development.
2. **Policy implementation:** Government policies are carried out through the civil service. In other words, civil servants are responsible for fulfilling goals set by the ruling political party.
3. **Undertake research:** The civil service carries out constant research and publishes findings, which make appropriate recommendations to the political heads and ministers. This helps them understand the difficulties confronting the Ghanaian society.
4. **Advise on government plans:** Civil servants offer professional and impartial advice to ministers and government officials, supporting politicians with expert input in both policy formulation and implementation.
5. **Record-keeping and information management:** Civil servants maintain the country's assets and manage important documents, including files containing agreements between different governments.

FOCAL AREA 2: CHALLENGES OF THE CIVIL SERVICE

Since gaining political independence, the Civil Service has been recognised as a key institution contributing to national development in Ghana, with support from citizens, as well as elected and appointed officials. However, over the years, the civil service, as a core actor in the public sector, has faced criticism for being ineffective and inefficient, often falling short of fulfilling its core responsibilities and achieving its intended objectives. It is increasingly argued that the central role of civil servants within the political, administrative, and social systems is weakening. The civil service's once-dominant position in public services delivery is gradually diminishing. The pressures and challenges confronting the Civil Service in Ghana include, but are not limited to:

1. **Poor working environment and facilities:** The Civil Service in Ghana struggles with poor physical work environments, including inadequate office space, outdated facilities, and a lack of essential equipment. These logistical problems make it difficult for staff to work effectively and deliver quality public services.

2. **Inadequate/low salaries and wages:** The Civil Service in Ghana faces the challenge of very low wages and minimal salary increments, which do not reflect the level of responsibility or experience. This has led many competent and skilled staff to leave for jobs in sectors or countries that offer better pay, especially in foreign currencies.
3. **Rigid rules and regulations:** There is excessive bureaucratisation and red tape, particularly in processes of documents as well as promotions and appointments to key positions, which often result in delays and inefficiencies. Primarily, the civil service operates under outdated and inflexible rules and regulations due to an obsolete Civil Service Act, which limits efficiency and adaptability.
4. **Overstaffing and politicisation:** One of the key challenges facing the civil service in Ghana is substantial overstaffing, particularly at the junior levels, combined with a lack of effective manpower planning. The Civil Service has experienced unchecked recruitment, especially in non-essential job categories, resulting in an unnecessary and unsustainable expansion of its workforce. Moreover, political heads try to influence the appointment and promotions of certain personnel of the service for political or personal reasons. Political interference has weakened the civil service's security of tenure, as well as its neutrality and anonymity.
5. **Delays in recruitment or promotions:** The service is confronted with inadequate qualified personnel to deliver efficient services. However, qualified individuals often wait long periods before being appointed or promoted, leading to frustration and low staff morale. These delays also create gaps in key positions, affecting the efficiency and continuity of public service delivery.
6. **Corruption and weak accountability systems:** Some staff members demand money or accept gifts before carrying out their official duties, undermining trust in public institutions. This practice delays service delivery, promotes unfair treatment, and damages the credibility and integrity of the civil service. The lack of strong monitoring and enforcement mechanisms allows such behaviour to persist unchecked.
7. **Negative work attitude:** Some civil service employees view their responsibilities as government work, and therefore not their concern. This mindset, along with behaviours such as lateness, absenteeism, and lack of commitment, negatively impacts productivity and weakens the quality of public service delivery.

LEARNING TASKS

1. Reflect on the distinction between the Public and Civil Service
2. Evaluate the role and criticisms of the Civil Service
3. Interact with a staff member from your district assembly
4. Identify the ethical practices and core values of the Civil Service.

Pedagogical Exemplars

Collaborative Learning/Problem-based Learning

1. In a whole-class setting, the teacher leads a guided discussion on the Civil Service and its importance to national development. The discussion should be linked to the roles of public service agencies within the school environment, such as administration, sanitation, security, and catering, to help learners relate national functions to their everyday experiences.

2. In small groups, have learners explore the functions and challenges of the Civil Service in Ghana, such as poor working environment and facilities, corruption and weak accountability systems and political interference.
3. The teacher introduces the project task, which involves conducting interviews, and guides learners in formulating relevant interview questions. The focus of the research is on understanding the job responsibilities, essential skills, ethics and values such as transparency, honesty, equity and fairness, as well as the key challenges encountered by professionals working within the Civil Service.
4. Individually, have learners conduct interviews with selected staff members within the school environment in person or via email. Ask learners to record the responses and take observational notes on the staff member's work environment and daily tasks.
5. In small groups, have learners discuss the main functions and challenges faced by the public official, based on their reports or interview findings. Ask them to also explore practical solutions or recommendations to address the identified challenges.
6. In the same groups, have learners prepare and present a report highlighting the duties, required knowledge and values, key challenges identified, and proposed solutions related to the public official they interviewed.
7. Have each group present its findings to the class. Following each presentation, encourage peers to ask questions, offer feedback, or share similar observations from their own experiences to enrich the discussion.
8. The teacher should facilitate a class-wide discussion on the common challenges identified across the presentations, the essential skills required in public service, and how public officials contribute to both school and national development.

Key Assessment Level 3: Individual Class Exercise

Explain how good behaviour and ethical practices among Civil Servants can help improve productivity and service delivery, and the benefits to the public in Ghana **(15 marks)**

Assess the relationship between political appointees and career Civil Servants in Ghana, highlighting how political interference affects civil service neutrality. Suggest ways to strengthen professionalism and reduce undue political influence. **(18 marks)**

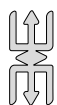
PLC Session 13

45 minutes

Planning & Reviewing the Learning Plan

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2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
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 - c. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- d. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- e. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



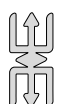
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 14

Learning Indicator: *Examine the relevance of e-governance in the socio-economic development of Ghana*

FOCAL AREA 1: RELEVANCE OF E-GOVERNANCE IN GHANA

The administrative processes of government, with the aid of ICT applications, have gained dominance in the 21st century. There is a shift from paper-and-file approaches in managing businesses and carrying out government functions in the form of e-procurement, e-taxation, and e-commerce. The relevance of e-governance in Ghana includes:

1. **Improving citizen-government relations:** ICT has changed the relationship between citizens and the government. This is because e-government has facilitated government information services. E-government allows citizens to interact with their elected representatives. There is the use of digital platforms for disseminating or posting information on websites. It allows individuals to report local issues and challenges and provides platforms for collecting public opinions and complaints. Digital platforms also help government and private employees stay connected, share knowledge, build social capital, and stay informed about professional developments.
2. **Transparency and accountability:** E-governance promotes transparency and accountability by making government processes more open and accessible to the public. Digital systems track and record transactions, reducing the chances of manipulation or fraud. Citizens can easily access information on government spending, decisions, and services, making it easier to hold officials accountable. i.e., reduce corruption opportunities.
3. **Improving public service delivery:** ICT and other online means provide a low-cost and effective solution to long-standing challenges in the public sector. Digital tools improve access to services like online education and healthcare through teleconferencing. ICT also supports community education, public safety, and emergency response, as seen during COVID-19 and in road safety campaigns. The police use digital databases for proactive policing and better crime prevention.
4. **Efficiency and Productivity:** ICT enables the online advertisement of job vacancies and facilitates employee recruitment. Local authorities can hold and share meetings virtually, making governance more transparent and accessible. Districts can also promote their unique potential, such as heritage and tourism, online to attract investment and visitors. Additionally, businesses can apply for permits, renew licenses, and submit tax returns electronically.

LEARNING TASKS

1. Research on government agencies and departments using social media platforms.
2. Create a structured observation guide.
3. Explore the role of social media in enhancing service delivery.

Pedagogical Exemplars

Problem-based Learning

1. The teacher should sustain learning on e-governance and digital service delivery, including the role of social media in public administration, using images or visual aids as a recap of content covered in Year Two.
2. In small groups, have learners identify the type of government agencies/departments (e.g., Ministry of Education, Ghana Health Service, Ghana Revenue Authority, Ghana Police Service) within the school environment or their district.
3. The teacher presents the problem scenario on how digital platforms enhance service delivery.
Question to consider: “Imagine you are responsible for evaluating how government agencies in Ghana use social media to serve the public. How would you go about it?”
4. Using the think-pair strategy, ask learners to select two or three government agencies to explore on social media, focusing on how these agencies use digital platforms to engage the public and deliver services.
5. Ask learners to visit the official social media pages of selected government agencies (e.g., Ghana Police Service on X, Ghana Education Service on Facebook) and observe the types of services provided, such as public announcements, policy updates, and schedules.
6. Ask learners to record their findings using a structured observation guide provided by the teacher. The guide may include sections such as:
 - a. name of agency and platform used (e.g., Ghana Education Service on Facebook)
 - b. types of content shared (e.g., school placement updates, policy announcements, academic calendars, job postings)
 - c. mode of interaction (e.g., replies to comments, live streaming of press briefings)
 - d. target audience (e.g., students, parents, teachers)
7. In pairs, ask learners to create a chart that summarises their findings. The chart may be hand-drawn or designed using digital tools such as PowerPoint, Canva, or Google Docs, depending on the learners’ preferences and available resources.
8. Have each pair briefly present their chart to the class, explaining which government agency appeared most active and engaging on social media. They should highlight the types of services offered online and discuss the strengths and weaknesses they observed in the agency’s use of the platform.
9. Ask learners to write a brief reflective paragraph in response to the question: “In what ways can social media enhance government service delivery in Ghana?”

FOCAL AREA 2: CASE STUDIES ON E-GOVERNANCE IN GHANA

Several public agencies or institutions in Ghana apply ICTs to transform their internal and external relationships. It has opened opportunities for interaction between economic, political, and societal actors. The examples of institutions that make use of digital platforms to transform service delivery in Ghana are the Passport Office (Digital passport applications), Driver and Vehicle Licensing Authority (DVLA - digital license acquisition), Ghana Revenue Authority (GRA- Electronic tax filing) and the Registrar General Department (Online business registration).

Other Ghanaian ICT examples learners should know include:

- Digital address system implementation
- COVID-19 contact tracing apps
- Online education platforms during the COVID-19 pandemic

LEARNING TASKS

Read a case study on e-governance in Ghana.

Pedagogical Exemplars

Project-based Learning

1. Divide the class into small groups and assign each group a different case study. Possible case studies include: Ghana.gov (Integrated government services platform); GES Placement Portal (Senior High School placement system); ECG Mobile App (Platform for electricity bill payments and monitoring), and Ghana Post GPS (National digital addressing system)
2. The teacher should provide each group with a worksheet to guide their analysis of the assigned case study. Ask learners to discuss and record, for example, the following: the purpose of the platform, the services it offers, its benefits to citizens, key challenges identified, and realistic suggestions for improvement.
3. Ask each group, or a designated representative, to present their conclusions to the entire class using visual aids such as a poster, chart, or PowerPoint.
4. After each presentation, invite questions, comments, or feedback from their classmates to encourage engagement and deeper understanding.

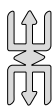
Key Assessment Level 3

1. In what ways has the introduction of information and communication technology (ICT) transformed public sector organisations in Ghana, particularly in areas of management, service delivery, and citizen engagement? **(18 marks)**
2. In what ways can the use of digital tools and online systems (e-governance) help local government in Ghana collect more revenue and provide better services to the people? **(10 marks)**

PLC Session 14

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



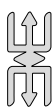
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?

- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 5 REVIEW

This section explored Ghana's decentralised governance system, as well as the roles of civil service and e-governance within the state. Learners examined how decentralisation contributes to national development, alongside the key challenges it faces. The section also focused on the civil service, often described as the institutional memory of the state, highlighting both its functions and limitations. In addition, the deployment of e-governance in enhancing service delivery across various state agencies was analysed. The use of interactive teaching strategies enabled the teacher to effectively align course content with learning indicators, expected outcomes, and appropriate assessment methods.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 12

Question 1

A simple definition of the concept of decentralisation (1 mark) and explanation of at least one reason why decentralisation is relevant in Ghana (2 marks) (**Total: 3 marks**)

Identify and explain at least three key roles decentralisation plays in promoting local economic development/reducing rural poverty (**1 mark** for identification and **1 mark** for a clear explanation) (**Total: 6 marks**). Key roles include the following, though additional duties may also apply:

- Local assemblies' construction of local roads and bridges, water and sanitation facilities and markets
- Promotion of economic opportunities through support for agriculture and small business/trade
- Job creation through local projects and business support initiatives
- Provision of health facilities (CHPS compounds) improves healthcare delivery
- Citizens' participation in decision-making, leading to better-targeted development projects

Suggestion of two practical improvement strategies that the central government can implement to strengthen decentralisation and promote local development (2 marks per strategy) (**Total: 4 marks**). Among the examples are the following:

- Increased and timely release of the District Assemblies Common Fund
- Strengthening local government capacity to generate more internally generated funds (IGFs)
- Regular monitoring and evaluation of assembly projects and how funds are used

Suggestions of two improvement strategies that local community members and groups can use to support local development and poverty reduction (1 mark per strategy) (**Total: 2 marks**).

Acceptable examples include (but are not limited to):

- Citizens' active participation in assembly decision-making processes
- Voluntary communal labour
- Local resource mobilisation through payment of levies or fees
- Involvement of traditional authorities

Question 2

Explanation of the importance of revenue in the context of local or community development (**1 mark**)

Identify at least two causes of low revenue at the local level, such as low internally generated fund collection, over-reliance on central government transfers, and weak tax systems (1 mark per correct cause, **Total: 2 marks**)

Identify and explain at least three (3) major effects of limited revenue on local development projects (2 marks per point, **Total: 6 marks**). The effects may include, but are not limited to, the following:

- Abandoned or delayed infrastructure projects, such as feeder roads
- Poor quality service delivery due to inadequate funding in areas such as health, education and sanitation
- Inability to maintain or expand existing local facilities
- Reduced community and citizens' participation

Identify and explain three practical strategies for improving the financial strength of local government authorities. (2 marks each. **Total: 6 marks**)

- Timely and increased release of the District Assemblies Common Fund (DAF)
- Improved collection of fees or improved tax systems,
- Partnerships with the private sector and NGOs to fund and manage local projects
- Use of digital systems for revenue collection (e.g., mobile money can reduce leakages).

WEEK 13

Question 1

Definition of the Civil Service (2 marks), good behaviour in the civil service, using examples such as punctuality and regular attendance, respect for rules and procedures, and respectful interaction with the public (1 mark). Identify at least two of the ethical practices or core values, such as integrity, transparency, accountability, and fairness (1 mark each) (**Total: 5 marks**)

Identify and explain two (2) ways ethical practices can lead to improved efficiency or productivity in the civil service (2 marks per well-explained point - **Total: 4 marks**). Accept any of the following or similar points:

- Punctuality and regular attendance ensure that workers report to work on time, which increases productivity and leads to better overall service delivery.
- Transparency, which involves clear and open communication, helps reduce confusion, avoid delays and prevent mistakes, leading to more efficient work.
- Fairness and respect promote teamwork and create a positive work environment, which boosts employee morale and enhances productivity.

Explain at least three (3) benefits of ethical practices to public service delivery (2 marks each – **Total: 6 marks**)

- Improved trust in public institutions and government
- Faster and more efficient service delivery (e.g., processing land permits, improved passport processing times, and efficient birth certificate issuance)
- Better use of public resources and reduced complaints.
- Respectful treatment of citizens

Question 2

Identify and explain political appointees as individuals appointed by the President or government to hold leadership positions (e.g., Ministers, Regional Ministers, MMDCEs) (1 mark) and explain their roles, such as policy direction, political oversight and decision-making. (1 mark) (**Total: 2 marks**)

Identify career Civil Servants as permanent government employees who are recruited based on merit and remain in service regardless of the ruling party (e.g., Directors, administrative officers) (2 marks) and explain their responsibilities, such as implementing policies, providing technical advice and maintaining records (2 marks) (**Total: 6 marks**)

Identify and explain at least three effects of political interference on civil service neutrality. (2 marks each – **Total: 6 marks**). Among the effects are the following examples:

- Unfair recruitment and promotions based on political loyalty, undermining of merit-based systems
- Premature retirement or sidelining of competent officers
- Abandonment of ongoing programmes with the change of government
- Reduced efficiency and effectiveness due to a lack of initiatives from civil servants
- Erosion of public trust in civil institutions and demoralisation of career staff

Provide at least two (2) practical suggestions to promote professionalism and reduce political influence in the civil service. (2 marks per suggestion – **Total: 4 marks**)

- Enforcing the civil service codes of conduct/civil service neutrality principles
- Enforcement of the merit-based recruitment and promotion systems
- Providing continuous training on ethics and professional conduct
- Recognition and reward systems for ethical behaviour

WEEK 14

Question 1

Explain what ICT is and its general functions (2 marks) and a brief explanation of the role of ICT in public sector operations (2 marks) (**Total: 4 marks**)

Identify and explain at least two ways ICT has improved management in public organisations. (2 marks each – **Total: 4 marks**). The strategies outlined below are examples and are not exhaustive:

- Digital record-keeping and data management systems
- Improved internal communication among departments and staff (emails, portals, virtual meetings)
- Online advertisement and recruitment processes
- Better monitoring and evaluation of projects

Identify and explain at least three (3) ICT-driven improvements in service delivery. (2 marks each – **Total: 6 marks**)

- Online access to services such as portals for passport applications, licenses and tax filing (e.g., GRA)
- Use of mobile platforms to reach remote communities
- Reduction of delays and bureaucratic bottlenecks through automation
- Reduced the processing times of documents

Identify and explain at least two ways ICT has enhanced engagement with citizens. (2 marks each – **Total: 4 marks**)

- Use of social media and websites for public communication and feedback,
- Online platforms for complaints, petitions, or online participation in decision-making
- Digital town hall meeting/e-participation in decision-making
- Online surveys and polls

Question 2

Define e-governance in simple terms (1 mark) and mention examples such as online tax systems, mobile apps, or digital records (1 mark, **Total: 2 marks**).

Explain at least two ways e-governance helps the government collect more revenue. (2 marks each – **Total: 4 marks**)

- Digital systems reduce revenue leakages and tax evasion
- Help widen the tax base in reaching the informal sector and remote taxpayers
- Assemblies can track IGF performance daily
- Improves transparency as citizens can verify their payments and assembly revenue

Describe at least two ways digital systems improve local services. (2 marks each – **Total: 4 marks**)

- Digital systems reduce paperwork and speed up the processing of requests like business permits, birth certificates, or tax payments.
- Digital platforms allow rural citizens can access services without travelling.
- Online platforms enable broader community engagement/online community meetings, and consultations.
- Digital processes reduce bribe-taking opportunities in revenue offices.

SECTION 6: STATECRAFT AND DIPLOMACY

STRAND: GHANA IN THE GLOBAL SYSTEM

Sub-Strand: Ghana in the Community of Nations

Learning Outcome: *Evaluate Ghana's foreign policy towards neighbouring states, continental Africa and the United Nations*

Content Standard: *Demonstrate knowledge, understanding and appreciation of Ghana's external Relations*

INTRODUCTION AND SECTION SUMMARY

This section focuses on assessing Ghana's foreign policy relations with neighbouring countries and key international intergovernmental organisations. It highlights Ghana's peaceful and cooperative relationships with Togo, Burkina Faso, and Côte d'Ivoire, guided by the foreign policy principle of good neighbourliness. The central argument is that peaceful coexistence with neighbouring states is vital for national development. The section also examines Ghana's foreign policy engagements with major intergovernmental organisations at the sub-regional, continental, and global levels, specifically the Economic Community of West African States (ECOWAS), the African Union (AU), and the United Nations (UN).

To enhance understanding and learner engagement, a variety of interactive teaching strategies have been employed. By the end of the section, learners are expected to develop a deeper appreciation of civic values such as patriotism, loyalty, fairness, and commitment, alongside key 21st-century skills including communication, leadership, and critical thinking.

The themes covered by the section are:

- **Week 15:** Ghana's foreign policy of good neighbourliness
- **Week 16:** Ghana's foreign policy towards ECOWAS, AU and UN

SUMMARY OF Pedagogical Exemplars

This section adopts a blend of participatory and structured talk-for-learning strategies to engage learners in exploring Ghana's foreign policy towards neighbouring countries and international intergovernmental organisations. These Pedagogical Exemplars presented combine collaborative, visual, inquiry-based, and differentiated approaches to foster deep civic understanding, democratic values, and critical thinking among learners. The use of visual posters enhances creativity, critical thinking, and communication skills among learners, and instils values like respect for authority, loyalty, and patriotism. To promote an inclusive learning environment, teachers are encouraged to ensure the active participation of learners with special educational needs (SEN). Additionally, the integration of cross-cutting themes such as Gender

Equality and Social Inclusion (GESI) and Social and Emotional Learning (SEL) is recommended to support holistic learner development and inclusivity in the classroom.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Week 15 Assess Ghana's foreign policy of good neighbourliness	4	Individual class exercise 1 essay question with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Weeks 16–18 Analyse Ghana's foreign policy towards ECOWAS, AU and UN	3	Individual class exercise 5 essay questions with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks

WEEK 15

Learning Indicator: *Assess Ghana's foreign policy of good neighbourliness*

FOCAL AREA 1: GHANA'S FOREIGN POLICY OF GOOD NEIGHBOURLINESS

One of the fundamental pillars of Ghana's foreign policy is the Good Neighbourliness Policy, which has remained consistent across successive political administrations and governments. Its primary objective is to foster cordial and cooperative bilateral relations with Ghana's immediate neighbours, ensuring peace and stability along shared borders. This policy plays a crucial role in promoting mutual trust and collaboration, which is essential for regional security and economic development. Through this policy, Ghana seeks to address key challenges that often arise in border areas, such as smuggling, illegal migration, and cross-border crimes, by strengthening security and customs cooperation with neighbouring states. It also facilitates the peaceful resolution of territorial disputes and helps prevent irredentist tendencies, which could threaten national and regional stability.

Ghana – Burkina Faso relations

Ghana has maintained consistent diplomatic relations with successive Burkinabé governments regardless of their political orientation, from military regimes to revolutionary governments to democratic administrations. Areas of bilateral engagement with Burkina Faso include:

Stability and collective security: To strengthen this cooperation, Ghana has established the Permanent Joint Commission for Cooperation, which focuses on harmonising customs procedures, conducting joint border patrols, and implementing coordinated strategies to combat cross-border crime. Ghana and Burkina Faso work together under the Accra Initiative to address terrorism and violent extremism spreading from the Sahel region.

Trade and economic relations: Economic diplomacy plays a major role in Ghana-Burkina Faso relations. Ghana imports agricultural products, livestock, and minerals from Burkina Faso, while exporting manufactured goods, petroleum products, and services. Key trade items include Burkina Faso's livestock, cotton, vegetables and cereals to Ghana, and Ghana's textiles, processed foods, and petroleum products to Burkina Faso under the ECOWAS Trade Liberalisation Scheme (ETLS). Additionally, both countries cooperate on transport and energy projects, with Ghana providing a vital trade route through the Port of Tema, which handles about 60% of Burkina Faso's international trade.

Cultural and social cooperation: Another dimension of Ghana-Burkina Faso engagement is in the area of cultural and social ties. Ghana and Burkina Faso share deep cultural and social ties, reinforced by common ethnic groups such as the Mole-Dagbani communities along their borders. These connections foster strong cultural relations and mutual understanding. In education, Ghanaian universities host many Burkinabé students, while exchange programmes promote cultural integration and professional development. Religious organisations, both Christian and Islamic, also operate across the two countries, creating additional channels for dialogue and cooperation. These religious networks have played significant roles in conflict resolution and peacebuilding, strengthening the social fabric between the two nations.

Other areas of cooperation include support for democratic transitions and governance, climate change and environmental cooperation, migration and human security, and infrastructure development and connectivity.

Ghana- Côte d'Ivoire relations

Diplomatic relations between Ghana and Côte d'Ivoire began in 1960 after Côte d'Ivoire's independence. Initially, there were ideological differences; Nkrumah supported Pan-Africanism, while Houphouët-Boigny favoured a moderate, pro-Western approach. Despite these tensions, both countries valued cooperation because of their shared border and strong economic ties.

Mediation and conflict resolution: Ghana played a key role in resolving the crisis in Côte d'Ivoire, highlighted by President Kufuor's involvement in the Marcoussis Accord in France and peace meetings in Accra. During the 2010–2011 conflict, Ghana hosted Ivorian refugees, provided humanitarian assistance, and later supported their safe return under President John Evans Atta-Mills. The country also offered technical help for rebuilding institutions and promoting peace.

Infrastructure cooperation: Ghana and Côte d'Ivoire have worked together on major infrastructure projects to boost trade and economic growth. This includes highway transport, telecommunications, and energy development. For example, both countries are part of the Abidjan–Lagos Corridor Project, a key regional transport initiative. In the energy sector, both countries cooperate through the West African Power Pool, which aims to share electricity resources to support industrial development and strengthen energy security.

Border security and management: The 668-kilometre border between Ghana and Côte d'Ivoire poses challenges due to cross-border ethnic ties, informal economic activities, and security risks linked to instability in Côte d'Ivoire. To address this, both countries have implemented joint border management measures, including regular security meetings, coordinated patrols, and intelligence sharing. Cooperation has become stronger as terrorism from the Sahel threatens coastal West Africa, leading to joint counter-terrorism efforts and security monitoring. Additionally, joint military exercises and training programmes have improved both countries' security capabilities and strengthened ties between the armed forces of the respective countries.

Peaceful resolution of maritime boundaries: Ghana has emphasised dialogue and diplomacy in resolving border disputes with Côte d'Ivoire. A major example is the maritime boundary dispute over oil-rich areas, which was peacefully settled through the International Tribunal for the Law of the Sea (ITLOS). This approach prevented conflict and reinforced both countries' commitment to international law and regional stability.

Ghana -Togo relations

Ghana and Togo share a long-standing relationship built on geographical proximity, cultural ties, and economic interdependence. Ghana's foreign relations with Togo focus on several areas.

Security cooperation and border management: The 1,098 km border between Ghana and Togo faces challenges such as smuggling, illegal crossings, human trafficking, and occasional land disputes. To manage these issues, both countries have established joint border management mechanisms that promote diplomacy over confrontation. These include regular consultations between border officials, joint patrols in sensitive areas, and coordination protocols to prevent conflicts. The Permanent Joint Commission for Cooperation also meets regularly to address security concerns. Joint operations have specifically targeted drug trafficking, arms smuggling, and human trafficking, strengthening security for both countries. In addition, during the Chereponi-Wenchiki conflict, Ghana and Togo engaged in dialogue, facilitated peace talks, and deployed security forces to restore stability in the border area.

Cooperation on infrastructure development: Ghana and Togo are actively engaged in infrastructure integration projects covering transport corridors and energy networks. Both countries have reaffirmed their commitment to completing the joint hydroelectric dam at Juale. This initiative is part of broader efforts to continue the electrification of border communities. The partnership between Ghana's Volta River Authority (VRA) and Togolese authorities highlights the potential for energy cooperation to support industrial growth. In the road sector, the two countries collaborate under the ECOWAS framework on projects that improve regional connectivity, such as the construction and rehabilitation of Kemerida-Kara-Nachamba in Togo and Tatale-Yendi in Ghana. Both countries are also key partners in the Abidjan–Lagos Corridor Project, a major regional transport initiative designed to boost trade, reduce travel time, and promote economic integration across West Africa. Further, Ghana and Togo have strengthened their relations through joint water resource projects, notably the Sogakopé-Lomé Drinking Water Supply Project. This project aims to provide safe drinking water to communities in both countries, improving public health and quality of life.

Economic and trade diplomacy: Ghana and Togo maintain vibrant cross-border trade under ECOWAS protocols, involving agricultural products, manufactured goods, and petroleum products. Ghana exports petroleum products, manufactured goods, processed foods, and agricultural produce to Togo, while importing agricultural commodities, textiles, and consumer goods. The Aflao–Lomé border region is a unique example where people walk across the border daily for work and trade, using informal routes known as “beats” or footpaths. This high level of interaction highlights the economic complementarity and mutual dependence between the two countries, creating strong incentives to maintain peaceful and cooperative relations.

Political cooperation and governance: Ghana has supported political stability in Togo through ECOWAS-led initiatives, promoting dialogue and mediation during periods of tension. It has contributed to constitutional reform discussions and offered humanitarian aid to Togolese refugees. Both countries also participate in ECOWAS election observation missions, allowing Ghana to share its democratic experience and support Togo's electoral processes. This collaboration reflects a shared commitment to democracy and good governance, building trust through practical cooperation.

Socio-cultural cooperation: The bilateral relationship between Ghana and Togo is strongly influenced by deep cultural and historical bonds rooted in common ancestry and traditions. For centuries, the two countries have coexisted peacefully, engaging in trade, farming, fishing, and intermarriage. They share similar cultural practices such as religion, naming ceremonies, marriage, and burial rites, as well as mutually intelligible languages. The Ewe people form the most significant cultural connection, living across both countries and maintaining family and linguistic ties despite the political border. Managing these ethnic and cultural linkages requires sensitivity to shared traditions while respecting the sovereignty of each state.

LEARNING TASKS

1. Identify the aims and pillars of the policy of good neighbourliness.
2. Explore Ghana's bilateral relationship with Burkina Faso, Côte d'Ivoire and Togo.
3. Evaluate the success and challenges of Ghana's relations with its neighbouring countries.

Pedagogical Exemplars

Structuring Talk for Learning

1. To begin, the teacher facilitates a brief whole-class discussion by asking targeted questions to draw out learners' existing knowledge of Ghana's relations with its neighbouring countries. To prompt responses, the teacher may ask questions such as, "Have you heard of any recent cooperation or disputes between Ghana and its neighbours?"
2. The teacher should give a short and focused explanation of Ghana's foreign policy of good neighbourliness, emphasising its core aims of promoting peace and regional stability, encouraging cooperation and integration and respecting sovereignty and non-interference in the internal affairs of neighbouring states.
3. Then, ask learners to work in pairs to explore and discuss the key pillars of Ghana's good neighbourliness policy (e.g., diplomacy, conflict resolution, trade, cultural exchange, border cooperation).
4. Divide the class into three small groups (jigsaw group work), and assign each group one neighbouring country: Burkina Faso, Côte d'Ivoire, or Togo.
5. Have each group investigate Ghana's foreign policy toward their assigned country over the last decade. Areas of focus may include: diplomatic relations, border and security cooperation and trade and economic ties.
6. Within each group, direct learners to critically discuss both the successes and limitations of Ghana's policy of good neighbourliness with their assigned country.
7. Have each group prepare a brief presentation summarising their findings, with clear points on Ghana's approach to the assigned country, key successes, key challenges and implications for Ghana's development.
8. After the presentations, the teacher should lead a reflective whole-class discussion, drawing connections between the groups' findings. Guide learners to consider how Ghana's policy choices shape its regional reputation and the role of peaceful relations in promoting national development.

Key Assessment Level 4: Individual class exercise

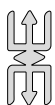
Assess how Ghana has responded to political crises in neighbouring countries such as the civil conflict in Côte d'Ivoire and security challenges in Burkina Faso. Evaluate how consistent these responses have been with Ghana's stated foreign policy principles. **(15 marks)**

PLC Session 15

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



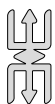
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is Individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?

iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 16

Learning Indicator: *Analyse Ghana's foreign policy towards ECOWAS, AU and UN*

FOCAL AREA 1: GHANA'S FOREIGN POLICY TOWARDS ECOWAS

Formation of ECOWAS and Leadership: Ghana played a key role in the formation of ECOWAS in 1975 and has consistently demonstrated leadership within the organisation. Several Ghanaian presidents have served as Chairpersons of the Authority of Heads of State and Government, including Jerry John Rawlings (1994 -1995), John Agyekum Kufuor (2003 - 2004), John Dramani Mahama (2014), and Nana Addo Dankwa Akufo-Addo (2020–2021). In these roles, Ghana has advanced the agenda of regional integration, promoted economic cooperation, and encouraged healthy competition among member states.

Peace and Security: Ghana has been a leading advocate for peacebuilding in the West African sub-region. It played a crucial role in mediating the Liberian civil war by hosting peace conferences that led to the signing of the Akosombo and Accra Accords (1994) and by mobilising resources for Liberia's post-war reconstruction. Additionally, Ghana was instrumental in peacekeeping efforts in Sierra Leone, deploying a large contingent of troops under the Economic Community of West African States Monitoring Group (ECOMOG) to maintain security and protect property. Beyond these, Ghana contributed forces to the African-led International Support Mission in Mali (AFISMA), demonstrating its continued commitment to regional stability.

Health diplomacy: Ghana's foreign policy toward ECOWAS includes significant health initiatives, such as hosting the United Nations Mission for Ebola Emergency Response (UNMEER) during the 2014 - 2016 West African Ebola outbreak. By serving as the mission's logistical base, Ghana enabled the efficient deployment of responders and delivery of supplies to the most affected countries of Liberia, Sierra Leone and Guinea.

Democracy and governance: Ghana has played an active role in promoting democratic governance within ECOWAS by monitoring elections and supporting transitional processes in countries such as Nigeria and Sierra Leone. It has also engaged in mediation efforts during political crises, notably in Côte d'Ivoire (2010 - 2011) and other member states.

Economic diplomacy: Ghana's foreign policy toward ECOWAS promotes economic integration through the ECOWAS Trade Liberalisation Scheme (ETLS), which facilitates free trade among member states. Ghana also supports projects like the West African Gas Pipeline, aimed at improving energy security and boosting industrial growth in the sub-region, by transporting natural gas from Nigeria to Ghana and ECOWAS countries of Benin and Togo.

LEARNING TASKS

1. Reflect on international governmental organisations.
2. Identify the principles of Ghana's relations with ECOWAS.
3. Explore Ghana's contributions to ECOWAS.

Pedagogical Exemplars

Structuring Talk for Learning

1. The teacher begins the lesson by reinforcing key concepts from the previous year through targeted questioning. Select some learners to give examples of international governmental actors/bodies (e.g., ECOWAS, AU, UN), helping to activate prior knowledge and establish context.
2. In a think-pair strategy, have learners discuss how Ghana benefits from its membership of ECOWAS and then share with the class to build a collective understanding of Ghana's strategic interests in regional cooperation.
3. The teacher should then lead a class discussion on the core principles that underpin Ghana's continued engagement with ECOWAS, such as peaceful coexistence, regional solidarity and integration and respect for sovereignty and non-interference.
4. Divide the class into 4 groups (jigsaw method) and assign each group a focus area of Ghana's contribution to the sub-regional body. Example:
 - a. Ghana's role in ECOWAS peace and security
 - b. Ghana and ECOWAS economic integration (i.e., trade liberalisation and customs)
 - c. Ghana and ECOWAS protocols on democracy and governance
 - d. Benefits and challenges of Ghana's involvement in ECOWAS.
5. Ask learners to conduct research using a variety of sources, including library materials, credible online databases, government publications, and relevant news articles. Encourage them to take notes and organise their findings.
6. Guide each group to summarise their research findings using simple, clear visual formats such as charts, diagrams, infographics, or posters. Emphasise the use of key facts, timelines, and statistics to enhance understanding.
7. Have each group present their findings to the class using their visual aids. Encourage the use of clear communication, teamwork, and effective time management during presentations.
8. Provide support to groups as needed, particularly those with learners requiring additional assistance.
9. After each presentation, the teacher should facilitate a whole-class discussion where peers are invited to ask questions, seek clarifications, or offer constructive feedback.
10. Encourage learners to evaluate the information presented, draw connections between different presentations, and reflect on the broader implications of Ghana's role in ECOWAS.

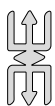
Key Assessment Level 3: Individual Class Exercise

1. Describe how Ghana has promoted democracy and good governance among ECOWAS member states. **(12 marks)**.
2. To what extent has Ghana achieved its economic goals through participation in the ECOWAS trade liberalisation scheme? Discuss the main benefits and drawbacks of Ghana's involvement in the scheme. **(17 marks)**

PLC Session 16

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



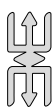
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is Individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?

- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 17

Learning Indicator: *Analyse Ghana's foreign policy towards ECOWAS, AU and UN*

FOCAL AREA 1: GHANA'S FOREIGN POLICY TOWARDS AU

Formation of the AU and Pan-African leadership: As the first sub-Saharan African country to gain independence, Ghana, under the visionary leadership of Dr. Kwame Nkrumah, played a central role in laying the foundation for continental unity. Nkrumah championed Pan-Africanism, advocating for political and economic integration as a pathway to Africa's development and independence from colonial influence. Ghana was instrumental in the creation of the Organisation of African Unity (OAU) in 1963, which later evolved into the African Union (AU). Kwame Nkrumah envisioned a united Africa functioning as a single economic and military bloc to promote self-reliance, collective security, and sustainable development. Ghana reinforced its Pan-African leadership role by hosting the African Union Summit in 2007, which focused on the debate over deeper African unity, a vision strongly associated with Kwame Nkrumah's ideals.

Liberation struggle and Anti-colonial support: In its fight against political domination and neocolonialism, Ghana, under Kwame Nkrumah, played a key role in coordinating liberation movements across Africa. Nkrumah's African policy emphasised liberation and unity free Africa, captured in his famous declaration: "The independence of Ghana is meaningless unless it is linked to the total liberation of Africa." Ghana supported the liberation struggle through moral, financial, and military assistance, as well as organising seminars, conferences, and workshops for freedom fighters. The Bureau of African Affairs was established to manage and coordinate these activities.

Promotion of democratic governance: Ghana has been a strong advocate of democratic governance within the African Union framework. It was the first country to accede to and undergo the African Peer Review Mechanism (APRM) under the NEPAD initiative. In 2006, during President Kufuor's administration, Ghana became the first African state to be assessed under the APRM, demonstrating its commitment to democracy, transparency, and good governance. Through active participation in the APRM and other AU governance initiatives, Ghana has shared its democratic experience while learning from best practices across the continent.

Peacekeeping operations: Ghana has made significant contributions to peace and security in Africa through African Union-led mechanisms, strengthening the continent's capacity for conflict prevention and resolution. Ghanaian troops have participated in key peacekeeping missions in conflict zones such as Darfur (Sudan), Mali, and the Democratic Republic of Congo. These efforts reflect Ghana's commitment to Pan-African solidarity, regional stability, and its foreign policy principle of promoting peace and security across Africa.

Economic diplomacy: Ghana has demonstrated strong leadership in advancing Africa's economic integration by playing a key role in the development and implementation of the African Continental Free Trade Area (AfCFTA). As part of its commitment to Pan-African economic cooperation, Ghana serves as the host country for the AfCFTA Secretariat in Accra, reinforcing its position as a hub for continental trade and economic diplomacy. This move underscores Ghana's strategic goal of promoting intra-African trade, industrialisation, and sustainable economic growth across the continent.

Other contributions of Ghana to the AU are conflict prevention and mediation initiatives, post-conflict reconstruction and development, agricultural development and food security (e.g., implementation of the Comprehensive Africa Agriculture Development Programme (CAADP), and democracy and governance through AU election observation missions.

LEARNING TASKS

1. Reflects on the aims and purpose of the African Union
2. Read a news article containing a current issue on the African Union
3. Explore Ghana's contribution to the AU
4. Prepare a poster detailing Ghana's support for the AU's objectives

Pedagogical Exemplars

Structuring Talk for Learning

1. Begin by drawing out learners' understanding of the aims and purpose of the African Union (AU), guiding the discussion to highlight key objectives such as promoting peace and security, advancing political and economic integration, and protecting human rights and democracy.
2. As learners reflect on these aims, the teacher should encourage them to consider Ghana's historical role in the formation of the AU. Emphasise that Ghana, under the leadership of Dr. Kwame Nkrumah, was instrumental in championing the vision of African unity and played a key role in laying the foundation for what eventually became the African Union.
3. Provides short press articles or news excerpts (printed or projected) on current political or economic issues involving the AU (e.g., Ghana's engagement with the AfCFTA or AU responses to coups in West Africa)
4. In pairs, have learners read and annotate the article(s), identifying: the issue at hand, AU's role or response and Ghana's position or involvement.
5. The teacher then leads a whole-class discussion on what article or video reveals about Ghana's engagement with the AU.
6. In small mixed-ability groups, have learners explore and discuss specific areas of Ghana's contribution to the AU, such as peacekeeping and security, democracy and election observation, trade and economic integration (e.g., AfCFTA) and Pan-Africanism and leadership (i.e., African unity agenda)
7. Prompt learners to use notes from the article or video and prior class discussions.
8. Ask learners to prepare a summary poster or chart showing Ghana's actions and contributions, how this supports AU objectives and one challenge Ghana faces in this area.
9. Have each group briefly present their poster. After each presentation, the teacher should invite peer questions or comments.
10. The teacher summarises the key points raised during group work and presentations to consolidate learning and spark critical reflection on national and continental priorities.

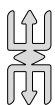
Key Assessment Level 3: Individual Class Exercise

Define AfCFTA and its main aim. Identify three opportunities it offers. Suggest three interventions Ghana can make in agriculture, manufacturing, and services to benefit from AfCFTA. Name two policy reforms Ghana could adopt to maximise these benefits. **(18 marks)**

PLC Session 17

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



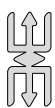
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is Individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
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30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
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5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 18

Learning Indicator: *Analyse Ghana's foreign policy towards ECOWAS, AU and UN*

FOCAL AREA 1: GHANA'S FOREIGN POLICY TOWARDS THE UNITED NATIONS

Ghana's foreign policy toward the United Nations (UN) has remained consistent since its independence in 1957, reflecting its strong commitment to multilateralism and the UN as the key framework for global governance and international cooperation. As the first sub-Saharan African nation to gain independence, Ghana has been a dedicated supporter of the UN system.

Global peace and leadership: Ghana has used UN platforms to advocate for African liberation and self-rule, with Dr. Kwame Nkrumah viewing the UN as a key forum for protecting the sovereignty of small states and promoting collective action on global issues. Further, Ghana has served multiple times as a non-permanent member of the UN Security Council, notably in 2006 – 2007 and 2022 – 2023. These terms allowed Ghana to influence decisions on global peace and security while advancing African and developing country interests. During these periods, Ghana focused on multilateralism, international law, peaceful dispute resolution (e.g., conflicts in Darfur, Lebanon, and Iraq, the COVID-19 pandemic and the war in Ukraine) and called for Security Council reform. Ghana's UN role reached its peak with Kofi Annan, who served as UN Secretary-General (1997–2006). Annan modernised the UN, strengthened peacekeeping, promoted human rights and good governance, and introduced the Millennium Development Goals (MDGs), which laid the foundation for today's Sustainable Development Goals (SDGs).

Peacekeeping operations: Ghana's UN engagement is strongly rooted in the principle of collective security, demonstrated through its consistent support for UN peacekeeping missions. Since 1960, Ghana has contributed over 100,000 peacekeepers, making it one of the top troop-contributing countries globally. Ghanaian forces have served in missions in Lebanon, Cyprus, and during crises such as the Rwanda genocide. Ghana's peacekeeping policy emphasises a comprehensive approach, combining conflict prevention, peacekeeping, peacebuilding, and development strategies to ensure lasting stability in conflict-affected regions.

Health and human development: Ghana actively collaborates with UN health agencies such as the World Health Organisation (WHO) to strengthen global health systems. During the COVID-19 pandemic, Ghana used UN platforms to advocate for equitable vaccine distribution and improved global health security. Its effective pandemic response earned international recognition and shaped its contributions to global discussions on pandemic preparedness. Additionally, Ghana supports UN educational initiatives through engagement with UNESCO and other organisations, promoting quality education and capacity building as part of its commitment to human development.

Development and economic growth: Ghana has consistently supported the UN's development agenda, including the MDGs and SDGs, focusing on financing, technology transfer, and capacity building to achieve these goals. It leverages UN platforms to share its development experiences and adopt global best practices, emphasising inclusive and sustainable growth. Through specialised UN agencies like the World Bank and International Monetary Fund (IMF), Ghana has received financial and technical assistance for economic reforms and poverty reduction. Key examples include the Structural Adjustment Programmes (SAPs) in the 1990s and the HIPC Initiative in the 2000s, which resulted in significant external debt cancellation by bilateral donors, easing Ghana's economic burden and promoting growth.

Climate change and environmental cooperation: Climate change is a key focus of Ghana's UN engagement due to its growing climate-related challenges. Ghana actively supports international climate agreements such as the Paris agreement (COP 21) and uses UN climate forums to advocate for stronger global action. It emphasises the need for greater ambition in emission reductions while calling for adequate financial and technical support to help developing countries, including Ghana, implement adaptation and mitigation measures.

LEARNING TASKS

1. Reflect on the aims and purposes of the United Nations
2. Identify the specialised agencies of the United Nations.
3. Research on Ghana's key contributions to the United Nations
4. Take part in an interactive group presentation understand the contribution of Ghana to the United Nations

Pedagogical Exemplars

Structuring Talk for Learning

1. The teacher briefly reviews the core aims and purpose of the United Nations, with input from learners. Focus on key points such as preservation of international peace and collective security, promoting human rights and fundamental freedoms and promoting social and economic progress.
2. In a think-pair-share strategy, have learners turn to a neighbour and discuss UN specialised agencies they have encountered in the news or social media and how they relate to Ghana (e.g., UNICEF, WHO, FAO, IMF, World Bank, ILO).
3. The teacher leads a guided discussion on Ghana's key contributions to the UN, including: peacekeeping (e.g., in Lebanon, Congo, Sudan), protection of refugees and displaced persons, leadership at the UN (e.g., Kofi Annan as UN Secretary-General) and participation in global debates (climate change, sustainable development and security)
4. Invite questions from learners or ask them to add examples they have come across in the media.
5. The teacher should prepare three index cards labelled with any of the following:
 - a. Ghana's role in UN peacekeeping operations
 - b. Ghana and Human Rights/Development Agencies (e.g., UNICEF, UNDP)
 - c. Ghana and UN diplomacy (e.g., General Assembly, Security Council)
 - d. Ghana and UN Global Development Goals (SDGs/MDGs)
6. The teacher should turn the cards upside-down and mix them up.
7. Divide the learners into three mixed-ability groups. Ask one person from each group to choose a card randomly or in a lottery style. This becomes the group's assigned research topic.
8. Have each group discuss and research their assigned topic using classroom/library resources. Direct them to prepare a brief group presentation, ensuring each member has a role (e.g., speaker, note-taker, chart preparer).
9. Groups should consider these guiding questions:

- a. What is Ghana's involvement in this area?
 - b. Why is it important for Ghana?
 - c. What challenges are involved?
 - d. How does it reflect Ghana's foreign policy goals?
10. Have each group present their findings using simple charts, posters or bullet points on the board.
 11. While listening, the rest of the class should take notes and encourage them to ask clarifying or follow-up questions.
 12. After the presentations, have learners write an individual report summarising their understanding of Ghana's foreign policy towards the UN and insights gained from group presentations.

KEY ASSESSMENT: Practice Paper 2

1. In what ways does Ghana's participation in UN peacekeeping missions reflect its foreign policy goals? **(12 marks)**.
2. How does Ghana's foreign policy support the achievement of the Sustainable Development Goals (SDGs) at both national and international levels? **(20 marks)**

HINT



Conduct **Practice Paper 2**. It should cover the contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.

PRACTICE PAPER (MOCK) 2

TABLE OF SPECIFICATION FOR GOVERNMENT PAPERS

1 & 2

Sub-strand	Learning indicator	Type of assessment	DOK				Total
			1	2	3	4	
State and non-state actors in Ghana	2.2.2.LI.1 Mass media and democratic state.	MCQ		2			2
	2. Discuss party systems	MCQ	1		1		2
	3. Significance of the EC in Ghana's democratic practice	MCQ		2			2
	4. Describe decentralisation, types, and structure of Ghana's local government system.	MCQ	1		1		2
	5. Describe the Public Service	MCQ		2			2
	6. Distinguish between e-government and e-governance	Essay			1		1

State and non-state actors in Ghana	3.2.2.LI.2 1. Discuss the role of political parties in a democratic state	MCQ		2	1		3
	2. Assess the types and functions of elections	MCQ	1		1		2
	3. Assess the effects of the concept of decentralisation on development.	MCQ		1			1
	4. Examine the functions and challenges of the Public Service	MCQ	1		1		2
	5. Examine the relevance of e-governance in the socio-economic development of Ghana	MCQ	1	1			2
Constitution and Organs of Government	1.2.1.LI.1 1. Explain the meaning of constitution and constitutionalism	MCQ		1			1
	2. Discuss the various types of constitutions	MCQ	1	1			2
	3. Explain the meaning, composition and types of the executive.	MCQ	1		1		2
	4. Explain the meaning, types, and structure of the legislature.	MCQ		1			1
	5. Explain the meaning and structure of the judiciary.	Essay	1				1
Constitution and organs of government	2.2.1.LI.1 1. Examine the functions of the executive organ of government.	MCQ		1	1		2
	2. Discuss the significance of the legislature in a democratic state.	MCQ			1		1
	3. Discuss the role of the judiciary in a democratic state.	Essay		1			1

Constitution and organs of government/ State and non-state actors in Ghana	3.2.1.LI.1 1. Examine salient features of the 1992 Republican Constitution.	MCQ	2		1		3
	2. Describe separation of powers, checks, and balances.	MCQ	1				1
	3. Discuss the relevance of the existence of the separation of powers checks and balances in Ghana.	Essay		1			1
State and non-state actors in Ghana	2.2.2.LI.1 1. Mass media and democratic state.	MCQ	1		1		2
	2. Discuss party systems	MCQ	1				1
	3. Assess the significance of the EC in Ghana's democratic practice	MCQ		1			1
	4. Describe decentralisation, types, and structure of Ghana's local government system.	Essay		1			1
	5. Describe the Public Service	MCQ	1		1		2
	6. Distinguish between e-government and e-governance	MCQ		1			1
State and non-state actors in Ghana	3.2.2.LI.2. 1. Discuss the role of political parties in a democratic state	MCQ		1			1
	2. Assess the types and functions of elections	MCQ	1	1			2
	3. Assess the effects of the concept of decentralisation on development.	Essay			1		1
	4. Examine the functions and challenges of the Public Service	MCQ		1	1		2
Ghana in the Community of Nations	1.3.1.LI.1 1. Identify and explain state and non-state actors in the international system	Essay		1			1
	2. Discuss the role of state and non-state actors in the international system	Essay	1				1

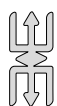
Ghana in the Community of Nations	3.3.1.LI.1 1. Assess Ghana's foreign policy of good neighbourliness	Essay	1				1
	2. Analyse Ghana's foreign policy towards the Economic Community of West African States (ECOWAS), African Union (AU) and United Nations Organisation (UNO)	MCQ	1		2		3
Globalisation and development	3.3.2.LI.1 1. Assess the effect of globalisation on the development of the Ghanaian economy	Essay			1		1
	2. Discuss the measures aimed at mitigating the negative effects of globalisation on Ghana's development	MCQ		1	1		2
TOTAL		MCQ	15	20	15		50
		Essay	3	4	3		10

PLC Session 18

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



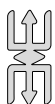
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is practice paper. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.

- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 6 REVIEW

This section has provided a comprehensive assessment of Ghana's foreign policy, focusing on its relationships with neighbouring countries and international intergovernmental organisations. It emphasised the importance of good neighbourliness, demonstrated through Ghana's peaceful and cooperative ties with Togo, Burkina Faso, and Côte d'Ivoire, as a cornerstone of national development. Additionally, the section explored Ghana's active engagement with key IGOs, including ECOWAS, the African Union, and the United Nations, highlighting the country's role in regional, continental, and global affairs. Through the use of varied interactive teaching methods, learners have been equipped not only with knowledge of foreign policy but also with important civic values such as patriotism, loyalty, fairness, and commitment, along with essential 21st-century skills like communication, leadership, and critical thinking.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 15

Mark scheme

Response to the Côte d'Ivoire Civil Conflict (5 marks)

Identification of at least two actions taken, such as mediation efforts, hosting peace talks, and support for refugees (2 marks)

Explanation of Ghana's role, such as facilitated dialogue between factions to restore peace under former Presidents, John Agyekum Kufour and John Atta Mills' involvement in mediation under the ECOWAS framework (3 marks)

Response to security challenges in Burkina Faso (4 marks)

Identification of two actions taken, including intelligence sharing, border security reinforcement, and humanitarian assistance to refugees (1 mark)

Identify and explain the relevance of interventions such as helping maintain regional stability and preventing spillover of conflict (1 mark)

Suggestion of an example of specific intervention, such as the collaboration through the Accra Initiative and ECOWAS security frameworks (2 marks)

Identification and evaluation of consistency with foreign policy principles. Learners are to discuss two of these principles/objectives (2 marks each -**Total: 6 marks**)

- Good Neighbourliness - assisting Côte d'Ivoire and Burkina Faso shows commitment to peaceful coexistence
- Economic Diplomacy – avoiding military escalation to protect trade relations and free movement of people.
- Pan-Africanism – Ghana promotes African unity through mediation and regional peace efforts

WEEK 16

Question 1

Define democracy and good governance (**2 marks**), and state one key feature of each (1 mark each, **Total: 2 marks**)

A brief explanation of the role of Ghana in ECOWAS, such as Ghana as a founding member of the organisation (**1 mark**) and Ghana's commitment to peace, democracy, and stability in the sub-region. (**1 mark**)

Identify and explain at least three specific contributions of Ghana to ECOWAS democracy and governance activities. (2 marks each, **Total: 6 marks**). Any of the following points and accepts other formulations.

- Ghana has played a significant role in resolving political crises that threatened democratic governance, including its involvement in the conflicts in Liberia and Sierra Leone, as well as mediating during the Côte d'Ivoire crisis of 2010–2011.

- Ghana has participated in election monitoring and support missions within the ECOWAS sub-region, including Nigeria (2019 and 2023), Sierra Leone (2018 and 2023), and other member states.
- Ghana has played key leadership roles in ECOWAS by holding chairmanship positions to champion democratic transitions and promote electoral integrity in the region, as demonstrated by John Mahama (2014 – 2015) and Nana Akufo-Addo (2020 –2021).
- Ghana has contributed to peacekeeping and security in the region through participation in ECOMOG and UN peacekeeping operations, aimed at stabilising member states and safeguarding democratic governance.
- Ghana actively participates in the ECOWAS Parliament, contributes to ECOWAS Court proceedings, advocates for human rights, and plays a key role in developing regional democratic frameworks.

Question 2

Brief explanation of the ECOWAS trade liberalisation scheme (i.e., the main instrument of ECOWAS for promoting free movement of goods among member states by removing tariffs and trade barriers) (**2 marks**) and link it to Ghana's participation (i.e., Ghana is a signatory and implements the scheme to promote trade) (**1 mark**) (**Total: 3 marks**)

Identify at least two main goals of the ECOWAS Trade Liberalisation Scheme (ETLS) or Ghana's strategic economic objectives within the framework. (1 mark each, **Total: 2 marks**). This includes:

- Market expansion for Ghanaian products
- Export diversification for Ghana, seeking to reduce dependence on traditional commodity exports like cocoa
- Industrial development through import substitution and export promotion
- Regional economic integration supporting broader development goals

Identify and explain at least three (3) benefits of Ghana's participation in the ECOWAS Trade Liberalisation Scheme (ETLS). (2 marks each, **Total: 6 marks**)

- Increased market access – Ghanaian businesses/products can enter the 14 other ECOWAS countries duty-free, increasing trade opportunities. For example, Ghana's agricultural sector has gained significantly from preferential access to Nigerian and other regional markets, with cassava, yams, and processed foods experiencing growth in export volumes.
- Industrial growth – encourages local industries to produce and add value to goods for regional demand and trade.
- Job creation – increased trade and industrial activities and production create employment opportunities for Ghanaians.
- Foreign exchange savings – Encourages intra-African trade over imports from outside Africa, saving foreign exchange.

Identify and explain at least three (3) drawbacks of Ghana's participation in the ECOWAS Trade Liberalisation Scheme (ETLS). (1 mark for each point and 1 mark for explanation. **Total: 6 marks**)

- Revenue Loss – removal of tariffs reduces government revenue from imports and customs duties, affecting government fiscal capacity.
- Unfair competition – Ghanaian industries face competition from cheaper ECOWAS imports, struggle to protect infant industries due to policy limits, and encounter agricultural challenges where liberalisation pressures threaten food security.
- Smuggling and trade deflection – Weak border controls allow illegal goods or goods to enter Ghana.
- Infrastructure Problems – Poor roads and transport limit Ghana's ability to fully benefit from the scheme and its trade potential.

WEEK 17

Definition of the African Continental Free Trade Area (i.e. a trade agreement among African Union member states to create a single continental market for goods and services **(1 mark)** and its aim (to promote trade among African countries by removing tariffs and barriers. **(1 mark)**)

Identify at least three main opportunities the AfCFTA offers (1 mark per point, **Total: 3 marks**)

- access to the other African countries' markets for goods and services
- creation of job opportunities
- increase in revenue and taxes
- transfer of technology
- Liberalisation reduces the cost of doing business

Identify and explain at least three practical suggestions or specific interventions Ghana can adopt to strengthen agriculture, manufacturing, and services to benefit from AfCFTA. **(Total: 9 marks)**

Agriculture (1 mark each-**Subtotal: 3 marks**)

- Modernisation and mechanisation to increase productivity
- value addition and agro processing to boost exports
- Improving storage and transport infrastructure
- Provision of extension services
- Land tenure security improvements

Factories and industries (1 mark each - **Subtotal: 3marks**)

- Industrialisation to improve local production
- Reliable power or energy supply
- Investment in technology and innovation
- Skills development initiatives/supporting small and medium-sized businesses

Improve services (1 mark each - **Subtotal: 3 marks**)

- Flexible export financing facilities/loans
- Technical and vocational education expansion

- Developing ICT and digital trade platforms
- Improving logistics and transport services for trade facilitation

Identify and explain at least two relevant policy reforms or changes Ghana needs to make to benefit from AfCFTA. **Total: 4 marks** (2 marks each)

- Harmonisation of trade policies and regulations to align with AfCFTA rules
- tax incentives (tax breaks for exporters, credit access and subsidies for local industries)
- Investment in infrastructure (e.g., roads, ports, energy) to reduce transaction costs
- Strengthening anti-smuggling and border management systems

WEEK 18

Question 1

Identification of at least two major goals of Ghana's core foreign policy (e.g., promotion of peace and security, regional cooperation, multilateralism, non-alignment, Pan-Africanism, economic diplomacy) with explanations (2 marks each - **Total: 4 marks**)

Identify and explain at least two ways Ghana's participation in UN peacekeeping reflects foreign policy goals (4 marks each, **Total: 8 marks**)

Expected response

Good Neighbourliness policy: Ghana's peacekeeping missions in West Africa demonstrate its good neighbourliness foreign policy objective, as the country has actively contributed to restoring peace and stability in neighbouring states such as Liberia, Sierra Leone, and Côte d'Ivoire.

Multilateralism and international cooperation: Ghana has sent peacekeepers to different parts of the world, not just Africa. Ghanaian soldiers have served in places like Lebanon and Bosnia. This shows that Ghana wants to help maintain world peace, not just peace in Africa. This shows that Ghana believes in the UN system and wants to support global peace and security.

Pan-Africanism: Ghana's peacekeeping missions reflect its commitment to Pan-Africanism, demonstrating a belief in African unity and solidarity. The country has deployed troops to assist conflict-affected nations such as Sudan and the Democratic Republic of Congo during civil wars, and its current participation in MINUSMA in Mali further reinforces this dedication to supporting peace and stability across Africa.

Question 2

Define Ghana's foreign policy (**3 marks**) and state one principle guiding it (e.g., peaceful coexistence, support for African unity and economic diplomacy (**1 mark**))

Definition of the Sustainable Development Goals (SDGs) with at least three specific goals and their global purpose (**4 marks**)

Explain at least two examples of how Ghana's foreign policy promotes Sustainable Development Goals (SDGs) within the country. (3 marks per example, **Total: 6 marks**). This could include:

- **Trade and investment partnerships:** Ghana's active role in the AfCFTA negotiations, including hosting the secretariat, supports SDG 8 (Decent Work and Economic Growth) by creating wider market access for Ghanaian businesses and promoting trade-driven economic growth.

- **Climate change agreements:** Ghana's commitment to international climate agreements (e.g., Paris Agreement) promotes SDG 13: Climate Action through policies to reduce emissions.
- **Health and education initiatives:** Ghana's partnerships with development partners such as the World Bank and other bilateral donor countries have provided funding for education and health programmes, thereby supporting SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education).
- **Regional integration:** Ghana's participation in ECOWAS promotes SDGs through regional cooperation, particularly by benefiting from the ECOWAS Free Movement Protocol, which enables Ghanaians to work in other West African countries, helping reduce unemployment and poverty (SDG 1: No Poverty).

Explain how Ghana's foreign policy promotes the SDGs at the international level, giving at least two examples. (3 marks each- **Total: 6 marks**). The expected answer may include:

- **Peacekeeping operations:** Ghana supports global SDG achievement by participating in international peacekeeping missions. Through the deployment of soldiers to UN operations in countries such as Liberia, Sudan, and Lebanon, Ghana helps maintain peace and stability, directly contributing to SDG 16 (Peace, Justice, and Strong Institutions).
- **Continental initiatives and development:** Through the African Union, Ghana supports continental initiatives such as Agenda 2063, which promotes sustainable development across Africa, thereby contributing to SDG 2 (Zero Hunger) at the global level.
- **Advocacy for gender equality:** Ghana advocates for gender equality by supporting international conventions on women's rights, thereby advancing SDG 5: Gender Equality.

SECTION 7: GLOBALISATION

STRAND: GHANA IN THE GLOBAL SYSTEM

Sub-Strand: Globalisation and Development

Learning Outcome: *Evaluate the effects of globalisation*

Content Standard: *Demonstrate knowledge and understanding of globalisation and the development of states*

INTRODUCTION AND SECTION SUMMARY

This section explores the multifaceted impact of globalisation, focusing on both its benefits and challenges. It also examines practical strategies and mechanisms to address the negative consequences associated with globalisation. To enhance understanding, a range of interactive and learner-centred techniques is employed. By the end of this section, learners are expected to develop a deeper appreciation of civic values such as patriotism, loyalty, fairness, and commitment. Additionally, they will strengthen essential 21st-century skills, including critical thinking, effective communication, and leadership. The content of this section is interdisciplinary and can be meaningfully connected to subjects such as History, Social Studies, and Economics.

The themes covered by the section are:

Week 19: Impact of globalisation and Ghana's development

Week 20: Mitigating the effects of globalisation

SUMMARY OF Pedagogical Exemplars

To ensure that learners develop key academic competencies while applying 21st-century skills and social-emotional learning, a range of innovative Pedagogical Exemplars has been proposed. These approaches are inclusive, considering the diverse abilities and backgrounds of all learners. The suggested strategies include problem-based learning, case study analysis, collaborative learning, and literacy-based activities, all aimed at fostering critical thinking, creativity, communication, and emotional intelligence. Additionally, to promote an inclusive learning environment, teachers are encouraged to ensure the active participation of learners with special educational needs (SEN).

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Week 19 Assess the effects of globalisation on the development of the Ghanaian economy	3	Individual class exercise 2 essay questions with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Week 19 Assess the effects of globalisation on the development of the Ghanaian economy	4	Case study 1 essay question with a comprehensive marking scheme outlining the expected structure and detailed allocation of marks
Week 20 Discuss the measures aimed at mitigating the negative effects of globalisation on Ghana's development	3	Individual class exercise 1 essay question with a comprehensive rubric outlining the expected structure and detailed allocation of marks

WEEK 19

Learning Indicator: *Assess the effects of globalisation on the development of the Ghanaian economy*

FOCAL AREA 1: POSITIVE EFFECTS OF GLOBALISATION ON GHANA'S DEVELOPMENT

Globalisation has become a defining feature of contemporary life over the past three decades. It influences nearly every aspect of global discourse, from environmental challenges, financial crises, and pandemics to the spread of the internet, global celebrities, cultural events like the World Cup, terrorism, and human rights. Against this backdrop, globalisation is widely seen as a transformative force shaping economies, societies, and governance systems worldwide. Advocates argue that globalisation offers significant opportunities, particularly for developing countries, to integrate into the global economy. It is viewed not merely as a trend but as a purposeful process aimed at achieving measurable outcomes, such as economic growth, technological advancement, and improved living standards. In the context of Ghana, globalisation has had several positive effects on the economy. These include:

Promotion of global goods and services: Globalisation enhances the quality and availability of goods and services worldwide by promoting market liberalisation and encouraging open competition. Thus, encouraging free trade across borders allows products from different countries to enter the Ghanaian market. This creates healthy competition among producers, which helps improve quality while keeping prices affordable. As a result, Ghanaian consumers have more choices and can select products that offer both good value and quality.

Employment opportunities: Globalisation has created job opportunities through the operations of multinational corporations (MNCs). Although these companies are often based in industrialised Western countries, many choose to outsource parts of their production to developing countries where labour and resources are more affordable. As a result, countries like Ghana have benefited from increased investment and employment, particularly in key sectors such as telecommunications, banking, and other services. This has contributed significantly to economic growth and workforce development in the country.

Promotion of democracy: Globalisation has encouraged the spread of political pluralism and democratic governance, especially in developing countries. As ideas about participatory governance circulate globally through international organisations, media, and civil society networks, many countries have been influenced to adopt multi-party systems and constitutional rule. In Ghana, this global wave of democratisation contributed to the country's transition from military rule to constitutional governance in the 1990s. The adoption of the 1992 Constitution and the reintroduction of multi-party democracy marked a major step toward aligning with international democratic standards, reflecting the influence of globalisation on Ghana's political landscape.

Exposure of human rights abuses: Globalisation has played a key role in exposing human rights abuses around the world, including in Ghana. Through international media and human rights organisations, the global community can monitor and report on violations involving ethnic groups, religious minorities, and other vulnerable populations. In Ghana, this global scrutiny has encouraged greater respect for human rights, as the country seeks to maintain its international reputation and avoid potential sanctions. As a result, Ghanaian leaders are increasingly mindful of upholding democratic values and protecting the rights of all citizens.

LEARNING TASKS

1. Analyse real-life case studies that reflect the benefits of globalisation in Ghana
2. Take part in gallery work to appreciate the positive effects of globalisation on Ghana's development.
3. Share personal experiences of globalisation in daily life.

Pedagogical Exemplars

Problem-based learning

1. (**Homework**) Divide learners into mixed-ability groups and give each group a unique case study related to the benefits of globalisation in Ghana for in-depth research. Example topics include:
 - a. Growth of Foreign Direct Investment (FDI) in Ghana
 - b. Educational partnerships and scholarships
 - c. Mobile money access to financial services
 - d. Improved healthcare delivery.
2. Instruct learners to use library and internet sources to investigate their assigned case/topic.
3. Start the lesson by asking: *“Think of three things you use daily that come from another part of the world.”* This consolidates prior knowledge and builds relevance.
4. The teacher leads a whole-class discussion to define globalisation and the forces that affect globalisation, such as technological advancement, faster communication and transportation and international trade and investment.
5. In pairs, learners explore the general positive effects of globalisation on Ghana's development, using their homework or case study research as a reference.
6. Have each group select and focus on one unique benefit of globalisation (e.g., increased investment, improved education, digital access, healthcare improvements, job creation).
7. In their original mixed-ability groups, learners share and consolidate their research findings; discuss how these benefits have impacted Ghanaian individuals, communities, and sectors; and reflect on how globalisation has impacted their own lives. (**Prompt:** Has globalisation changed how you learn, work, communicate, or access services?)
8. Direct each group to design posters, infographics, or create multimedia presentations (e.g., PowerPoint or Google Slides) illustrating the positive impact of globalisation on Ghanaian life and a real-world example or solution to enhance those benefits.
9. Instruct learners to review the other groups' presentations before the next class session. Encourage them to note questions, comments, or constructive feedback points for class discussion.
10. Organise a “Globalisation Awareness Gallery Walk” in the classroom where learners display posters and infographics. Allow learners to walk around, view each other's work, and leave brief written or verbal feedback.
11. Have groups formally present their case study findings and proposed strategies to the class. Allow peers to ask questions and provide constructive feedback after each presentation.

12. In pairs, and then as a whole class, have learners discuss whether economic, political, or social globalisation most affects their current lifestyle. Ask learners to share personal examples (e.g., watching international media, using mobile money, accessing online learning).

Key Assessment Level 3: Individual Class Exercise

1. What is globalisation and what are its driving forces? How has globalisation influenced three important sectors of Ghana's economy? Based on your analysis, has globalisation helped Ghana's overall development? Explain your answer with reasons. **(12 marks)**
2. What role do big companies play in Ghana's globalisation process, and what strategies can be adopted to ensure long-lasting benefits? **(15 marks)**

FOCAL AREA 2: NEGATIVE EFFECTS OF GLOBALISATION ON GHANA'S DEVELOPMENT

Globalisation is a multidimensional phenomenon that spans the economic, social, cultural, and political dimensions. It was introduced with the expectation that it would promote global development and integration, especially in developing countries. However, critics often referred to as anti-globalists argue that globalisation operates as a zero-sum game, benefiting developed countries while exploiting the resources and labour of developing countries. In the case of Ghana and much of Africa, the anticipated link between globalisation and sustainable development has largely failed to materialise. Some argue this is because the globalisation framework was inherently flawed and skewed in favour of powerful economies. Others contend that internal challenges such as weak governance, corruption, and political instability have also played a significant role in undermining the potential benefits of globalisation. The adverse impact of globalisation includes:

Migration of professional labour: Globalisation has contributed to increased labour mobility across borders, but it has also led to the migration of skilled professionals from developing countries like Ghana. In search of better employment prospects, many Ghanaians, especially highly trained professionals, migrate abroad. This is particularly evident in the health sector, where significant numbers of medical doctors and nurses have left the country to work in more developed countries like the United States and the United Kingdom. While this trend offers individual opportunities, it also creates a “brain drain” that weakens Ghana's capacity to deliver essential services and support national development.

Undermines cultures and traditional belief systems: Globalisation is often criticised for promoting cultural imperialism, where Western values and practices dominate at the expense of non-Western traditions. In the Ghanaian context, this has led to the widespread adoption of Western lifestyles, which have gradually eroded local customs, beliefs, and cultural identity. As Western media, fashion, food, and language gain popularity, many Ghanaians, especially the youth, tend to imitate these foreign practices while neglecting their cultural heritage. Traditional dressing styles, indigenous languages, and local cuisines are increasingly being replaced by Western alternatives, raising concerns about the preservation of Ghana's cultural identity in a globalised world.

Environmental degradation: In Ghana, globalisation, largely driven by the pursuit of profit and rapid industrial growth, has raised significant concerns about environmental sustainability. The government's focus on attracting foreign investment and expanding export-oriented industries has often led to the overexploitation of the country's natural resources. This has manifested in environmentally damaging

practices such as illegal mining (galamsey), deforestation for commercial agriculture, and pollution from industrial activities. These activities not only degrade the local environment but also contribute to global climate change, which poses a serious threat to both human well-being and the planet's future.

Spread of disease: In Ghana, globalisation has increased the risk of infectious disease transmission due to the high level of cross-border movement. The COVID-19 pandemic demonstrated this risk. As part of the global community, Ghana's open borders allowed for the movement of people in and out of the country. Before travel restrictions and border closures were enforced, individuals carrying the virus entered Ghana, leading to local transmission. This situation highlighted how increased global mobility driven by trade, travel, and international engagement can expose countries like Ghana to global health threats.

LEARNING TASKS

1. Collaboratively research and evaluate the negative effects of globalisation.
2. Create a poster slogan about the negative effects of globalisation
3. Take part in a formal debate with logical reasoning and rebuttals.

Pedagogical Exemplars

Problem-Based Learning/Case study

1. Begin the lesson by asking learners to “think of three things that you use every day that come from another part of the world”
2. Ask what learners think people mean when they talk about globalisation.
3. Explain that globalisation affects people in different ways, with negative effects.
4. Explain to learners that they will be engaging in a debate after watching a video or reading excerpts from a book on globalisation.
5. Provide learners with multiple case studies illustrating the negative effects of globalisation. These may include: Media case studies (e.g., short documentaries or news clips on environmental destruction in Ghana) OR print case studies, such as excerpts from “Globalisation, Trade and Poverty in Ghana” (pp. 188–202)
6. Then provide learners with some suggested topics for the case studies: Environmental degradation (e.g., illegal mining by multinational companies); loss of traditional values (e.g., western media influence on youth) and collapse of local industries due to imports and competition.
7. Tell learners to use library resources and the internet to deepen their understanding of the negative effects of globalisation in Ghana.
8. Divide the class into two sides based on mixed ability for balanced participation. Thus, Affirmative (Team A supporting the motion) and Negative (Team B opposing the motion).
9. Within each team, assign specific roles such as the opening speaker, main argument presenters, rebuttal speaker, and conclusion speaker.
10. Explain the purpose of the debate to learners so that they will present and defend their position on the motion: “Globalisation is a new mechanism for the continued exploitation of Ghana.” Explain that this is based on the group work and case studies they have explored.

11. Have the affirmative group present first, and then the negative group follow. Give additional time for groups to prepare a rebuttal and summary.
12. After the debate, allow audience members (non-speaking learners) to ask questions or share their reflections.
13. Summarise by facilitating a brief discussion on the strengths and weaknesses of each side's arguments. Ask guiding questions: which points were most convincing? Did the debate change your views on globalisation?

Key Assessment Level 4: Case Study

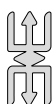
1. Explain how globalisation has negatively affected the environment in Ghana. Suggest practical steps that integrate economic, social, and environmental considerations to mitigate the negative environmental impacts of globalisation while maintaining Ghana's competitive advantage in the global economy. **(15 marks)**
2. In what ways does globalisation threaten cultural diversity in Ghana and Africa, and how can these effects be addressed? **(20 marks)**

PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



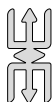
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is Case Study. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the case study (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 20

Learning Indicator: *Discuss the measures aimed at mitigating the negative effects of globalisation on Ghana's development*

FOCAL AREA 1: MEASURES FOR MITIGATING THE NEGATIVE EFFECTS OF GLOBALISATION

While globalisation has created new opportunities and improved the lives of many around the world, it has also resulted in significant economic and social challenges, especially in developing countries. The negative effects, such as job losses, inequality, and cultural erosion, are often more deeply felt in these regions. However, rather than rejecting globalisation entirely, it is important to acknowledge its drawbacks and develop effective policies to address them. By implementing targeted solutions to support those negatively affected, countries can minimise the harms while still benefiting from the positive aspects of global integration.

The measures or policy solutions states can implement to reduce the adverse effects include:

- Promoting local industries and entrepreneurship
- Strengthening trade policies to protect local goods
- Promoting inclusive education and digital literacy
- Enforcing environmental regulations
- Encouraging regional cooperation (e.g., ECOWAS initiatives).
- Macroeconomic policies

LEARNING TASKS

1. Explore government agencies and communities involved in addressing the negative impacts of globalisation.
2. Join a structured debate on addressing the problems of globalisation
3. Outline the measures for mitigating the negative effects of globalisation

Pedagogical Exemplars

Problem-based Learning

1. Consolidate learners' understanding of the problems that arise from globalisation. Use targeted questions, such as in what ways has the environment been affected by global trade and industry? What forms of labour exploitation exist, and who is most affected?
2. Direct learners to use the internet to research how various Ghanaian agencies and communities are addressing the negative effects of globalisation. Focus on organisations such as: Environmental Protection Agency (EPA), Ghana Export Promotion Authority (GEPA) and Local community initiatives and NGOs

3. Guide learners to examine the purpose of the organisations/agencies, how they operate and carry out their interventions, and an appraisal of their successes and limitations in efforts to mitigate globalisation's harm.
4. Using the information/findings gathered through their research, guide learners to debate the motion: "Are we doing enough to address the problems of globalisation?"
5. Divide the class into groups ranging from five to seven members.
6. Assign each group to either the proposition (affirmative) or the opposition (negative) team.
7. Facilitate a formal classroom debate, allowing time for opening statements, rebuttals, and closing arguments. Encourage critical thinking, respectful engagement, and evidence-based reasoning.
8. After the debate, the teacher should lead a whole-class discussion to reflect on key points raised by both sides, identify consensus areas and key disagreements.
9. Finally, the teacher leads a brief discussion and provides feedback on an action programme that could be used by the government to actively address globalisation.

KEY ASSESSMENTS LEVEL 3: Individual Class Exercise

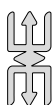
What policy, regulatory, institutional, cultural preservation, and social protection measures can Ghana implement to mitigate the negative impacts of globalisation on its economy and society? Support your suggestions with relevant examples. **(25 marks)**

PLC Session 20

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



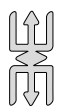
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.

- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 7 REVIEW

The section has presented the effects on Ghana's socio-economic development and the mitigating factors. This section has examined the complex impact of globalisation by highlighting both its benefits and challenges. It also outlined practical strategies for addressing its negative effects. Through the use of interactive, learner-centred approaches, learners have been equipped with the knowledge and skills to critically engage with the concept of globalisation and its implications for development.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 19

FOCAL AREA 1

Question 1

A simple definition of globalisation (1 mark) and at least one driving force behind globalisation, such as technology, international trade and transport and communication (1 mark) (**Total: 2 marks**).

Identify and explain the impact of globalisation on any three of the following sectors in Ghana (2 marks for each point well-explained – **Total: 6 marks**)

Agriculture: Export of cocoa, adoption of new technologies, foreign investment in farming

Industry/Manufacturing: Growth of local factories due to foreign partnerships, access to new markets

Education: Scholarships, online learning, international exchange programmes

Health: Access to international aid, training, medicines, and global health information

Trade and Finance: More imports and exports, foreign banks operating in Ghana

Explanation of two relevant reasons showing whether globalisation has benefited or harmed Ghana's overall development. For example, globalisation has supported Ghana's growth by creating jobs, increasing trade, and improving access to goods and services. However, globalisation has also brought challenges such as dependence on imports or the loss of local jobs. (2 marks each justification- **Total: 4 marks**)

Question 2

Definition of multinational companies (MNCs) as large companies that operate in more than one country, including Ghana. Example: MTN, Total, Nestlé, among others (**3 marks**).

Identify and explain at least three roles multinational companies (MNCs) play in the globalisation process and contribute to Ghana's growth. (2 marks each - **Total: 6 marks**). The roles encompass, but are not limited to, the following:

- Foreign Direct Investment (FDI)
- Technology transfer and skills development
- Trade and export linkages (integration into global markets)
- Employment and infrastructure development

Suggest at least three effective strategies to sustain the gains of globalisation or ensure long-lasting benefits for Ghana. (2 marks for each strategy – **Total: 6 marks**). Credit should be given for any other well-reasoned strategies provided beyond these:

- Promotion of local content laws to ensure international companies hire more local workers and use local materials.
- Investing in education and skills training to ensure Ghanaians can take advantage of job opportunities created through globalisation.
- Strengthen taxation and revenue policies to ensure multinational companies pay fair taxes to support national development.
- Enforcing fair labour and environmental laws

FOCAL AREA 2

Question 1

Definition of globalisation (2 marks)

Identify and explain at least three (3) major environmental impacts with globalisation connections (2 marks for each impact well-explained - **Total: 6 marks**)

- Pollution from industrial activities: Foreign factories and mining companies often cause air and water pollution. For example, gold mining has led to chemical waste in rivers like the Pra and Ankobra, harming the environment and nearby communities.
- Deforestation and land degradation. Global demand has led to the overuse of Ghana's resources through mining, logging, and fishing. For example, forests in the Western Region are being cleared for timber exports.
- Waste management: Illegal dumping of electronic waste from developed countries. At Agbogbloshie in Accra, as one of the world's largest e-waste dumps, causing soil and air pollution.
- Climate Risks and environmental degradation: Global trade and investment have increased activities like deforestation and fossil fuel use, which worsen climate change and damage the environment in Ghana.

Identify and explain at least three integrated practical solutions of economic, social and environmental measures (2 marks for each strategy -**Total: 6 marks**). Accept other valid strategies put forward:

Economic measures

- Support for green industries (e.g., renewable energy, sustainable mining practices).
- Supporting industries to reduce foreign dependence or local production

Social integration measures

- Public education on environmental protection and responsible consumption.
- Community involvement in environmental decision-making (e.g., mining permits, forest conservation).
- Safe waste disposal systems

Environmental protection measures

- Stronger enforcement of environmental laws and regulation of the activities of foreign companies.
- Reforestation and strict pollution control.

Link to global competitiveness and conclusion (1 mark), such as countries that protect their environment are more appealing to international partners who prefer to trade with or invest in environmentally responsible nations.

Question 2

Definition of globalisation (2 marks) and explanation of cultural diversity as the variety of cultures within a society or across societies, including differences in languages, customs, traditions, beliefs, and art. (2 marks) (**Total: 4 marks**).

Identify and explain at least three threats posed by globalisation and use of examples (2 marks each - **Total 6 marks**). Any other logical and appropriate threats suggested should be taken into account.

- **Western cultural dominance:** Globalisation has led to the widespread influence of foreign media, fashion, food, music, and lifestyle, which often overshadow local traditions. For example, many Ghanaian youth increasingly prefer Western pop culture and entertainment over traditional music and dances such as ‘burger highlife’ and Kpalongo, leading to a gradual decline in indigenous cultural practices.
- **Language erosion:** Globalisation has contributed to a growing preference for foreign languages such as English and French, often at the expense of indigenous languages. This trend is evident in the declining use of local languages like Ga, Ewe, Nzema, and Dagaare, especially in educational settings and among the youth, threatening the survival of these languages and the cultural identity they carry.
- **Erosion of traditional values and beliefs:** Globalisation has led to the introduction of foreign beliefs and practices that often conflict with local customs and moral values. For example, the rise of consumerism has begun to replace traditional communal lifestyles, while participation in traditional festivals and rites is declining, particularly among younger generations.
- **Loss of traditional crafts and economic systems:** Globalisation has led to the replacement of traditional crafts with mass-produced goods, flooding local markets with cheaper foreign alternatives. This has weakened traditional economic systems and reduced the demand for indigenous skills and products.

Identify and explain at least two impact mechanisms through which globalisation affects Ghana (2 marks each – **Total: 4 marks**)

- **Technology and communication,** especially the internet and social media, have become powerful tools for spreading foreign cultures.
- **Economic integration** through trade and foreign investment often promotes the spread of foreign cultural practices.
- **Western-oriented educational systems** often affect the preservation and transmission of local knowledge.

Identify and explain at least three (3) specific measures to protect cultural diversity (2 marks for each measure explained – **Total 6 marks**). Additional relevant strategies proposed by learners should be acknowledged apart from these:

- **Educational Reform:** Revision of the national curriculum to include indigenous languages, traditional knowledge systems, and local history. This will help promote pride in Ghanaian and African cultural heritage among students and youth, while preserving and passing on valuable cultural traditions to future generations.
- **Media and Technology:** Invest in the production of local media content such as music, television, film, and literature that reflect Ghanaian and African cultures. Use digital platforms and modern technology to document, preserve, and promote indigenous traditions, ensuring they reach both local and global audiences.
- **Policy Measures:** Introduce and enforce laws that protect endangered languages and traditional cultural practices. Implement local content quotas in media to ensure representation of indigenous

culture. Additionally, support cultural festivals, heritage sites, and local artisans as part of a broader national strategy to preserve and promote Ghana's cultural identity.

WEEK 20

Policy and Regulatory Measures (6 marks)

Measure Category	Specific Examples	Supporting Evidence	Marks
Trade Protection	Support for local industries Import substitution policies	Textile industry protection	2 marks
Economic Diversification	Reduce dependence on raw material export	Setting up import substitution industries, such as the One District One Factory (1D1F)	2 marks
Technology Transfer	Encourage technology partnerships	University-industry partnerships STEM education initiatives	2 marks

Institutional Strengthening (5 marks)

Institution Type	Strengthening Measures	Examples	Marks
Regulatory Bodies	Strengthen the competition regulation authority Anti-dumping measures	Ghana Standards Authority Food and Drugs Authority regulations	2 marks
Development Finance	Support export financing Microfinance expansion	Support from the commercial banks in Ghana Expansion of the rural banks' network	2 marks
Infrastructure	Improve transport networks Energy security measures	Fixing of feeder roads Supporting renewable energy projects	1 mark

Cultural Preservation (8 marks)

Measure Category	Specific Actions	Supporting Examples	Marks
Language Protection	Promote local languages in education Official language policies	The use of the mother tongue in teaching or education policy Local dialect news broadcasts	2 marks
Traditional Knowledge	Integrate into formal education Support traditional healers	Traditional medicine research Cultural festivals support	2 marks

<i>Creative Industries</i>	<i>Support local artists and musicians</i> <i>Develop cultural tourism</i>	<i>Government support, such as the Creative Arts Fund</i> <i>Year of Return initiatives</i>	<i>2 marks</i>
<i>Community Structures</i>	<i>Strengthen traditional authorities</i> <i>Support community organisations</i> <i>Promote local governance</i>	<i>National and Regional House of Chiefs</i> <i>Community-based organisations</i> <i>District assemblies and Unit Committees</i>	<i>2 marks</i>

Social Protection (6 marks)

Protection Type	Specific Measures	Examples	Marks
<i>Labour Protection</i>	<i>Strengthen labour laws</i> <i>Protect workers' rights</i> <i>Regulate working conditions</i>	<i>Labour Act enforcement</i> <i>Minimum wage policies</i> <i>Occupational safety standards</i>	<i>2 marks</i>
<i>Education Access</i>	<i>Free basic education</i> <i>Scholarship programmes</i> <i>Adult literacy initiatives</i>	<i>Free SHS programme</i> <i>GETFUND scholarships</i> <i>Complementary basic education</i>	<i>2 marks</i>
<i>Youth Empowerment</i>	<i>Job creation programmes</i> <i>Skills training</i> <i>Entrepreneurship support</i>	<i>Youth employment programmes</i> <i>Business incubators</i>	<i>2 marks</i>

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