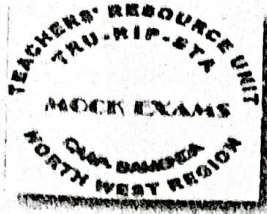


REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

MINISTERE DES ENSEIGNEMENTS SECONDAIRES

CELLULE D'APPUI A L'ACTION PEDAGOGIQUE
ANTENNE REGIONALE DU NORD OUEST

BP 2183 MANKON BAMENDA
TEL 233 362 209
Email : trubamenda@yahoo.co.uk



REPUBLIC OF CAMEROON
Peace-Work-Fatherland

MINISTRY OF SECONDARY EDUCATION

TEACHERS' RESOURCE UNIT
REGIONAL BRANCH FOR THE NORTH WEST

P.O. BOX: 2183 MANKON BAMENDA
TEL 233 362 209
Email : trubamenda@yahoo.co.uk

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MARCH 2022

The Teachers' Resource Unit and the Regional Inspectorate of Pedagogy, in collaboration with NOWEHCTA	SUBJECT CODE NUMBER 0562	PAPER NUMBER 2
GENERAL CERTIFICATE OF EDUCATION REGIONAL MOCK EXAMINATION	SUBJECT TITLE CITIZENSHIP EDUCATION	
ORDINARY LEVEL		

Time Allowed: TWO and a half hours

INSTRUCTIONS TO CANDIDATES

Mobile phones are NOT ALLOWED in the examination room.

- ❖ *You are required to answer Four questions choosing Question 1 and THREE others from Sections A, B, and C*
- ❖ *All the questions carry equal marks and marks allocation to parts of each question are indicated*
- ❖ *Extra questions answered from each Section shall NOT be Marked*
- ❖ *You are reminded of the necessity for good English and orderly presentation in your answers*

PART ONE: EXTRACT (COMPULSORY)

1. Study this extract on the Cameroon 2014 Human Rights Report.

Cameroon is a Republic dominated by a strong presidency. The country has a multiparty system of government but the CPDM has remained in power since it was created in In April 2013, the country conducted the first Senatorial elections in its history which were peaceful and even considered by foreign observers as free and fair. Earlier in 2011, the CPDM leader, Paul Biya was re-elected President, a position he has held since 1982, in a flawed election marked by many irregularities, but many observers did not believe this had a significant impact on the outcome of the election. Authorities at times failed to maintain effective control over the security forces.

The government stepped up security measures in response to repeated attacks from the Boko Haram militant group spreading in the Northern part of the country. The most important Human Rights problems in the country were provoked by security forces, torture and corruption. Corruption was pervasive at all levels of government. Well placed state functionaries embezzled huge sums of money. Gender based violence occurred. Trafficking in persons and discrimination against minority groups were the order of the day. Child labour was also a major problem and persists to this day. Admission into professional schools was not based solely on merit but on presentation of envelopes or support from godfathers. Although the government took measures to punish and persecute persons who committed abuses on the security forces and in the public service, some individuals were still able to act with impunity.

On many occasions, envelopes had to exchange hands under the table for some candidates to succeed in professional exams. A culture of impunity reigned in the land. Meritocracy was increasingly becoming an exception rather than a rule. Although anti-corruption structures were set up, no serious effort was made to bring corrupt officials to justice for lack of evidence.

- (a) (i) What is the name of the CPDM leader mentioned in the passage (1mk)
(ii) Give two duties (functions of the president of the Republic of Cameroon. (2mks)
(iii) "..... the country conducted the first senatorial elections....." What is the mandate of elected senator in Cameroon mentioned in line (3) (1mk)
(iv) Name one political party apart from CPDM represented in the Senate of Cameroon? (1mk)
- (b) (i) militant group mentioned in line 9 and 10 best describes which topical issue? (1mk)
(ii) State two causes of the topical issue in bi) above (2mk)
(iii) Name two countries in Africa apart from the one mentioned in the extract affected by Boko Haran militant group (2mks)
- (c) (i) Give a clear and concise definition of human rights mentioned in line (11)? (1mk)
(ii) State two forms of human rights violation in Cameroon not mentioned in the passage (2mks)
(iii) Identify two structures available in Cameroon to protect and promote human rights (2mks)
- (d) (i) One negative effect of corruption to Cameroon economy. (1mk)
(ii) State and explain two manifestations of corruption in Cameroon. (4mks)
- (Total = 20mks)**

PART TWO

SECTION A: THE CITIZEN, GROUP AND COMMUNITY DYNAMICS

2. (a) What do you understand by:

- i. Citizenship (3mks)
ii. Citizenship education (3mks)
(b) How is citizenship acquired in Cameroon? (6mks)
(c) Explain responsibilities of citizens to the country (8mks)
- (Total = 20mks)**

- 3 (a) What are the main features of private colleges in Cameroon? (6mks)
- (b) What are the functions of a Vice Principal in a school milieu? (6mks)
- (c) In what ways can the relationship between students be strengthened? (8mks)
-
- (Total = 20mks)**

- 4 (a) Define the following using examples
- i. Environment (2mks)
 - ii. Environmental degradation (2mks)
 - iii. Pollution (2mks)
- (b) State and explain four causes of environmental degradation common in Cameroon. (8mks)
- (c) Identify the national and international efforts to protect the environment. (6mks)
-
- (Total = 20mks)**

SECTION B: POLITICAL AND ECONOMIC LIFE IN CAMEROON

- 5 (a) Outline the causes, manifestation and effects of corruption in Cameroon? (3X5mks)
- (b) What are the measures put in place in Cameroon by the government to eliminate social ills in Cameroon? (5mks)
-
- (Total = 20mks)**

- 6 (a) State and explain the arms of government in Cameroon (6mks)
- (b) Outline the significance of the seal and flag in Cameroon (6mks)
- (c) Describe the main stages involved in the organisation of the electoral process in Cameroon. (8mks)
-
- (Total = 20mks)**

- 7 (a) Distinguish between economic growth and economic development (6mks)
- (b) What are the major sources of government revenue in Cameroon? (7mks)
- (c) Outline the consequences of tax evasion to a developing economy. (7mks)
-
- (Total = 20mks)**

SECTION C: UNIVERSAL VALUES

8. (a) identify and explain the various forms of human rights violation in Cameroon. (10mks)
- (b) Describe the national and international instruments that exist in Cameroon for the protection and promotion of human rights (10mks)
-
- (Total = 20mks)**

9. (a) what do you understand by minority groups (4mks)
- (b) What are the main problems faced by minority groups in Cameroon? (8mks)
- (c) Outline the contributions of minority groups in nation building (8mks)
-
- (Total = 20mks)**

10. (a) what do you understand by terrorism (4mks)
- (b) What are the national and international efforts to reduce the spread of terrorism? (16mks)
-
- (Total = 20mks)**

End