

**FEBRUARY 2020
EBS 133
THE USE OF ENGLISH
1 HOUR 35 MINUTES**

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| Candidate's Index Number |
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| Signature: |

**UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION**

**COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B. ED)
FIRST YEAR, END-OF-FIRST SEMESTER EXAMINATION, FEBRUARY 2020**

FEBRUARY 3, 2020

THE USE OF ENGLISH

2:25 PM – 4:00 PM

**SECTION B
EDITING [10 Marks]**

Rewrite the following passage, correcting any grammatical, expression or mechanical error you identify. Note that there are up to ten errors in total.

Ekua and her friend, Sophia, visited the Military Academy recently. They have planned to attend the graduation of one of their friends, Hawa. Hawa had won the price for the overall best graduating student in her year group and is to give a speech. Her parents had felt proud that she was to be awarded a prize and travelled to Accra to watch the ceremony.

The graduation grounds were filled to capacity, and as the procession of the senior military staff ended, there was a deafening silence. Photographers were busy taking pictures of all that was happening, while majority of the new graduates looked. Overwhelmed by joy, the clapping was so much that Ekua could not help exclaiming this is beautiful oh this is marvellous. Just then, there was a loud shout which became louder still as it drew nearer. A group of students determined to disrupt the ceremony rushed in voicing out indignation and protest against alleged wrongs. Everything came to a standstill as the students had their day. With grief in her heart, Hawa turned to her friend, as she had always done when she was upset and thundered they can't do that. It's a disgrace. The graduation went as the most darkest spots on the Military Academy calendar.

SECTION C
ESSAY [30 MARKS]

Please answer only ONE question from this section.

- (1) The following extracts capture the views or discussions of some scholars on “sexuality education”. Read their views carefully and **discuss three importance of sexuality education in Ghana.**

Note:

- i. In the following, each extract is preceded by bibliographic information and a page number for each extract is provided in brackets at the end of the extract. Please use this information in writing your in-text and bibliographic references.
- ii. Your essay should incorporate your reflection on relevant opinions in the extracts, summarizing, paraphrasing and quoting from the extracts, using the APA style, in order to avoid plagiarism. Specifically, your essay should include **at least** two instances of each of the following: direct quotations; paraphrase; integral citation; non-integral citation.
- iii. At the end of the essay, provide a bibliographic reference list in the APA style using the information provided for each source.

Extracts

- **Authors:** Kofi Awusabo-Asare, Melissa Stillman, Sarah C Keogh, David Teye Doku, Akwasi Kumi-Kyereme, Kweku Esia-Donkoh, Ellie Leong, Joshua Amo-Adjei, and Akinrinola Bankole. **Title of book:** From paper to practice: Sexuality education policies and their implementation in Ghana. **Place of publication:** New York: **Publisher:** Guttmacher Institute. **Year:** 2017.

Comprehensive sexual and reproductive health (SRH) education is necessary to ensure healthy sexual and reproductive lives for adolescents. It should include accurate information on a range of age-appropriate topics; should be participatory; and should foster knowledge, attitudes, values and practical skills to enable adolescents to develop positive views of their sexuality (page 1).

[In a nationwide study in Ghana], 11% of females and 5% of males aged 15–24 [were found to] have had sex by age 15. In this study, 23% of females and 27% of males (mostly aged 15–17) had already had sex at the time of the survey (page 1).

Forty-eight percent and 60% of students who started learning in junior and senior high school, respectively, would have liked to have started learning earlier. Almost all students in Forms 2 and 3 (95%) considered SRH education useful or very useful in their personal lives. Half (48%) reported that they did not receive this information from their parents (page 1).

Because SRH issues are rarely discussed in public in Ghana, it is critical that a safe environment is created in schools so that young people can discuss these important matters. However, 74% of students never or only sometimes felt safe expressing themselves in front of others at school, 51% feared being teased and 39% feared physical harm (page 2).

- **Authors:** Silvia Huaynoca, Venkatraman Chandra-Mouli, Nuhu Yaqub Jr., and Donna Marie Denno; **Title of article:** Scaling up comprehensive sexuality education in Nigeria: from national policy to nationwide application. **Title of journal:** Sex Education. **Volume:** 14. **Number:** 2. **Year:** 2014. **Pages:** 191-209.

Comprehensive sexuality education (CSE) is defined as, ‘a rights-based approach that seeks to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality – physically and emotionally, individually and in relationships’. There is sound evidence about the benefits of CSE. It contributes to improved knowledge and attitudes about sexual and reproductive health (SRH). When used in combination with other actions, it can contribute to preventing early and unprotected sexual activity, rather than encouraging this, as feared by some. It can be delivered effectively even in resource-constrained settings (page 191).

- Esia-Donkoh, K., Kumi-Kyereme, A., Awusabo-Asare, K. & Stillman, M. (2017). Perceptions about sexuality education in Ghana. Ms. 10pp. (*Note: Write this reference the same way it is presented here in your bibliographic reference list*).

This paper assesses the perceptions of ... stakeholders and discusses their implications on teaching and learning of sexuality education in secondary schools in Ghana (page 2).

Majority (96%) of the teachers expressed that sexuality education is relevant because it affects the knowledge of students needed for positive lifestyle. They were also of the view that sexuality education impacts on the knowledge (95.9%), attitudes (83.2%), opinions (50.7%), life skills/practical skills (62.3%) and self confidence (56.8%). Nearly eight out of ten teachers in the regions (Brong Ahafo, 73%; Greater Accra, 74%; and Northern, 76%) opined that abstinence must be emphasized in teaching sexuality education because it is the best way to prevent unwanted pregnancies and STI including HIV. Less than half of them were of the view that young people should not have sex until they marry (page 5).

Among the students who were interviewed, almost all of them were of the view that sexuality education should be taught in secondary schools to help prevent STIs including HIV (81%) and unwanted pregnancies (76%). Almost all of the students (Brong Ahafo, 95%; Greater Accra, 93.3%; and Northern, 97.2%) perceived that sexual and reproductive health information and knowledge gained have been useful in their personal lives. About 77 percent opined that they enjoyed sexual and reproductive health topics more than other subjects (page 5).

- (2) The following extracts capture the views or discussions of some scholars on “political vigilantism”. Read their views carefully and **examine three ways in which political vigilantism can be controlled in Ghana**.

Note:

- i. In the following, each extract is preceded by bibliographic information and a page number for each extract is provided in brackets at the end of the extract. Please use this information in giving in-text and bibliographic references.
- ii. Your essay should incorporate your reflection on relevant opinions in the extracts, summarizing, paraphrasing and quoting from the extracts, using the APA style, in order to avoid plagiarism. Specifically, your essay should include **at least** two instances of

each of the following: direct quotations; paraphrase; integral citation; non-integral citation.

- iii. At the end of the essay, provide a bibliographic reference list in the APA style using the information provided for each source.

Extracts

- **Author:** Justice Tankebe. **Title of book:** Policy brief: Confronting political vigilantism in Ghana. **Place of publication:** Accra. **Publisher:** Participatory Development Associates Ltd.

... what people mean by political vigilantism is the illegal use or threatened use of violence by private actors in furtherance of partisan politics. Thus, we can define political vigilantism as referring to instances in which people take the law into their own hands in order to advance a partisan political agenda (page 1).

- **Authors:** Ransford E. Gyampo, Emmanuel Graham, and Bossman E. Asare. **Title of article:** Political vigilantism and democratic governance in Ghana's Fourth Republic. **Journal title:** African Review. **Volume:** 44, **Number:** 2. **Year:** 2017. **Page numbers:** 112-135

... at an NPP rally in the Northern Region in October 2016, the Regional Chairman of the party, Mr. Bugri Naabu stated that the ballot boxes would be protected by 'macho' men to prevent the ruling NDC from rigging the elections Also, during the 2012 general elections NDC took about 60 members of a group known as the 'Unbreakable Group' ... to protect ballot boxes in several polling stations at Ho in the Volta Region which contributed to their victory in the elections (Daily Guide, 2014). Again, on 7 December, 2016 ... some vigilante youth group in Nhyaesoo with the help of the police arrested two men who attempted to snatch a ballot box at the polling station (pages 120).

Vigilante groups also pose a threat to Ghana's democracy through their constant protests and public disturbances. In all the general elections many of these groups affiliated to the winning party have in one way or the other, protested or caused public disturbances as a way of showing their displeasure for the policies or decisions of their government. For instance, in April 2017, over 200 members of the Delta Force attacked the Ashanti Regional Security Coordinator ... and chased him out of his office stating that he was 'not part of the struggle' to win power from the NDC during the general elections in December. Also, in 2000 a vigilante group of Okai North Constituency Branch of the NPP vowed to 'fiercely resist' attempt by the leadership of the party to impose the incumbent Member of Parliament Mr Darko as the party's parliamentary candidate. Again, in April 2013, some NDC foot soldiers numbering about 50 on motorbikes stormed the NDC's Ashanti Regional Office during a meeting to vehemently resist the appointment of Mr Eric Opoku as the Kumasi Metropolitan Chief Executives (MCE). They accused the regional executives of influencing the nomination of Mr. Bonsu, who was not known to the party foot soldiers. These activities have created disturbances of the peace of the nation (page 124).

- **Authors:** George M. Bob-Milliar. **Title of article:** Party youth activists and low-intensity electoral violence in Ghana: A qualitative study of party foot soldiers' activism. **Title of journal:** African Studies Quarterly. **Volume** 15. **Issue:** 1. **Year:** 2014. **Page numbers:** 125-152.

Based on my interactions and observations, the majority of party foot soldiers tend to have below-average levels of education or none at all. They were mostly without secure employment and survived by doing casual jobs, known in the local parlance as “by-day” jobs. Consequently ... without any meaningful employment, Africa’s youthful population and, by extension Ghanaian youth, are always available to be recruited by the political elites as foot soldiers to work for their political interest (page 132).

The popular image of party foot soldiers is of heavily built men or what is locally called “macho men.” They are more likely to be male than female and within the age cohort fifteen to thirty-five. As a non-elite group, many tend to live in poor neighbourhoods or in urban slums (page 132).

