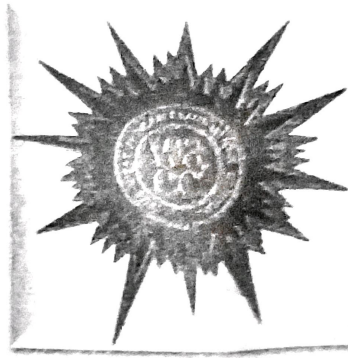


THE WEST AFRICAN EXAMINATIONS COUNCIL



**BECE FOR SCHOOL AND PRIVATE
CANDIDATES, 2022**

SOCIAL STUDIES 2

FINAL MARKING SCHEME

THE WEST AFRICAN EXAMINATIONS COUNCIL
BECE FOR SCHOOL AND PRIVATE CANDIDATES 2022

SOCIAL STUDIES 2

FINAL MARKING SCHEME

Total number of questions set - 6

Section I: 1, 2

Section II: 3, 4

Section III: 5, 6

Candidates were to answer three questions, choosing only one question from each section.

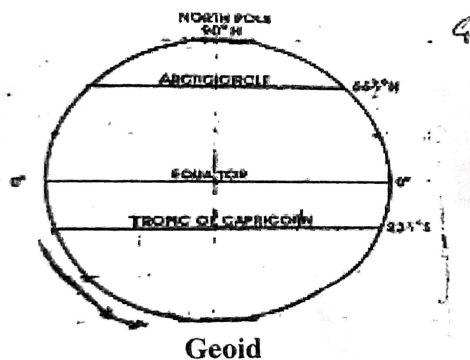
Maximum mark for each question - 20 marks

Total mark for entire paper - 20 x 3 = 60 marks

SCHEME 1

(a) Draw an outline of the globe.

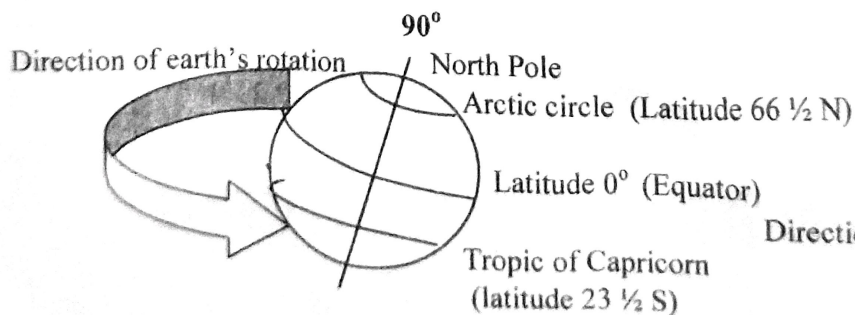
[2 marks]



Geoid

NB: Circle 1 mark

(b) On the outline of the globe mark and label the Arctic Circle, Tropic of Capricorn, Latitude 0°, Direction of Earth's rotation and the North Pole



North Pole 2 marks

Arctic 2 marks

Equator 2 marks

Capri corn 2 marks

Direction of earth Rotation 2 marks

(c) (i) Major highlands in Ghana.

1. Gambaga Scarp / (North East Highlands)
2. Mampong Scarp/ (Central Highlands)
3. Wa Scarp(North West Highlands)
4. The Akwapim Togo ranges;
5. Kwahu Scarp.

Any 2 points at 1 mark each = 2 marks

(ii) Major lowlands in Ghana.

1. Volta Basin Lowlands;
2. Coastal Lowlands / plains;
3. River /Basins.

Any 2 points at 1 mark each = 2 marks

(d) Uses of International Dateline

- (i) Helps to avoid confusion resulting from differences in time between places in the world/used to determine time.
- (ii) Helps to determine days and nights at various places in the world at a specific time;
- (iii) Helps to determine dates at different parts of the world at the same time;
- (iv) Helps to determine the local time and standard time with reference to the GMT;
- (v) Helps to determine the number of hours ahead or behind a traveller of another location;
- (vi) Helps a traveller to know when a day is lost or gained;
- (vii) Helps to divide the earth into two equal parts and twenty-four hour time zones.
- (viii) Helps to divide the earth into twenty-four hour time zones.
- (ix) Its zigzag nature helps to avoid two different days in a country.

Any 2 points meaningfully stated at 2 marks each = 4 marks

Mere mention at 1 mark each

(a) = 2 marks, (b) = 10 marks, (c) = 4 marks (d) = 4 marks Total =- 20 marks

SCHEME 2

(a) Definition of the term population

Population refers to the number of people living in a geographical area at a specific period or time.

2 marks

$$\begin{aligned} \text{(b) (i) } 54.4 + 3.6 + x &= 100\% & \text{or } 100\% - (54.4 + 3.6) \\ 58 + x &= 100\% & = 100 - 52 \\ X &= 100 - 58 & = 42\% \\ X &= 42\% \end{aligned}$$

Calculation 2 marks; answer 1 mark=3 marks

$$\text{(ii) } 10,815,000 + 8,836,000 + 948,400 = 20,599,400$$

Calculation 2 marks; answer 1 mark=3 marks

(c) Disadvantages of Ghana's population structure

- (i) Government expenses on social services will be high;
- (ii) High dependency ratio;
- (iii) There will be low savings and low investment;
- (iv) High government expenditure on pensioners;
- (v) High government expenditure on the youth and the aged;
- (vi) Slow development;
- (vii) Low tax revenue.
- (viii) Low productivity.
- (ix) Government expenses on training and retraining of manpower.
- (x) High expenditure on training and retaining of manpower.

Any 4 points meaningfully stated at 3 marks each= 12 marks

Meaningful sentence at 2 marks each

Mere listing at 1 mark each

SCHEME 3

(a) (i) Explanation of Political Cooperation

This is when Ghana joins other countries and international organizations to form a **union** in order to champion political interests and wellbeing eg. AU, UNO Commonwealth. Non Aligned Movement etc .

An example = 1 mark
Explanation = 3 marks
Total = 4 marks

(ii) Explanation of Cultural Cooperation

This is when Ghana **benefits from the international community** through cultural **exchange programs** to display the rich cultural heritage of Ghana to the international community. Eg. PANFEST, FIFA, AFCON CAF, Commonwealth Games, WAFU CUP

Explanation = 3 marks

Example = 1 mark

Total = 4 marks

(b) Ways Ghanaians help to maintain unity

- (i) The celebration of National cultural festivals;
- (ii) Encouraging inter-ethnic marriages;
- (iii) Respect for other cultures;
- (iv) Equal sharing of national resources;
- (v) Equal representation in governance
- (vi) Political tolerance and respect for divergent views;
- (vii) Participating in other social activities such a wedding, outdoorings etc.
- (viii) Teaching indigenous or local music and dance of the various ethnic groups in our schools

- (ix) Discouraging stereotyping
- (x) Ethnocentrism/Discrimination
- (xi) Encouraging religious tolerance
- (xii) Public education on the need for unity.
- (xiii) Promotion of boarding school system.
- (xiv) Forgiveness

Any 4 points meaningfully stated at 3 marks each = 12 marks

Meaningful sentence = 2 marks each

Mere listing = 1 mark each

(a)= 8 marks, (b)= 12 marks, Total = 20 marks

SCHEME 4

(a) **MAJOR ETHNIC GROUPS IN GHANA**

- (i) Akan
- (ii) Ewe
- (iii) Ga-Adangbe
- (iv) Guan
- (v) Mole-Dagbani

Any 4 points at 1 mark each = 4 marks

[4 marks]

(b) **DESCRIPTION OF MIGRATION ROUTES**

The Akan

- (i) Akans are believed to have come from the Old Ghana Empire to modern Ghana;
- (ii) They came through the Black Volta River and settled first within the offin Pra basin.
- (iii) They migrated from the offin-Pra basin, and settled at Techiman, Gyaman and Bonomanso.
- (iv) The original Akans were made up of Fantis, Akuapem, Asante, Akyem and Assin, Wassaw and others.
- (v) They moved to parts of Ghana in three groups; the first group entered the forest area of the Ashanti region and the Afram Plains.
- (vi) The second group went towards the coast and settled in the south western coastal region with some in neighbouring Cote D'Ivoire. This group comprised of the Fanti, Denkyera and Wassaw.
- (vii) The last group settled around parts of Brong Ahafo, eastern and northern Volta regions of modern Ghana. Currently, the Akans can be found around the forest areas and along the southern coast of Ghana

Any 5 points at 1 mark each = 5 marks

The Ewes

- (viii) The Ewes trace their ancestry from the Oyo region of western Nigeria;
- (ix) They migrated to Ketu, the south eastern part of the Republic of Benin;
- (x) They moved from Ketu and settled at Tado in Togo;
- (xi) They further moved from Tado to settle in Notsie also in Togo;
- (xii) They fled from their wicked king Agorkoli to present day Ghana;
- (xiii) They entered Ghana in three groups in the sixteenth century;
- (xvi) Their first group was led by Amega Wenya and settled around the Keta lagoon;
- (xv) The second group were largely farmers and therefore settled in the forest belt along the northern half of the Volta region. This group included Ho, Adaklu, Akotia, Hodzo, Klevi, Abutia, Takla, Sokode and Kpetoe;
- (xvi) A third group consisting of Hohoe, Awudome, Kpando, Agu, Peki, Kpalime, Wodze and Ve were mainly involved in economic activities such as trading, farming and fishing. They also settled around mid.Volta.

Any 5 points at 1 mark each = 5 marks

(c) Factors that promoted ethnic migrations into Ghana

- (i) The search of fertile land;
- (ii) For peace and security;
- (iii) For economic reasons such as trading;
- (iv) To escape natural disasters;
- (v) Population growth;
- (vi) For protection from wicked leaders.
- (vii) Search for water bodies

Any 3 points meaningfully stated at 2 marks each = 6 marks
Mere listing = 1 mark each

(a)=4 marks, (b)=10 marks, (c)= 6 marks Total= 20 marks

SCHEME 5

(a) (i) Definition of Human Settlement

This is a place where people have put up their homes to live in.

[2 marks]

(ii) Definition of Slum

This is an overcrowded and filthy area where the buildings are not arranged in any order and inhabited by poor people.

[2 marks]

(b) Benefits people derive from going on tour to different places

- (i) For sight-seeing/appreciate and interact with nature
- (ii) For education and research;
- (iii) For health reason;
- (iv) For religious purposes;

- (v) For enjoyment and relaxation;
- (vi) To learn new things/experience.
- (vii) To acquire new artifacts and souvenirs.

Any 4 points meaningfully stated at 2 marks each = 8 marks
Mere listing = 1 mark each

(c) Uses of land in your community

- (i) For farming;
- (ii) For building house
- (iii) For transport
- (iv) For mining;
- (v) For animal rearing/grazing
- (vi) Exchange for money
- (vii) For cultivation of herbal plants
- (viii) For recreational purposes
- (ix) For building of industries
- (x) For cultural purposes
- (xi) For creating forest reserves.
- (xii) For building of markets
- (xiii) For burial grounds
- (xiv) For recreational grounds
- (xv) For building of hospitals
- (xvi) For building of schools

Any 4 points meaningfully stated at 2 marks each = 8 marks
Mere listing = 1 mark each
(a)=4 marks, (b)=8 marks, (c)=8 marks Total= 20 marks

SCHEME 6

(a) Examples of Primary Economic Industries in Ghana

- (i) Mining
- (ii) Fishing
- (iii) Farming
- (iv) Lumbering
- (v) Hunting
- (vi) Gathering/Picking

Any 2 points at 1 mark each = 2 marks

(b) Problems facing the Primary Economic Industry in Ghana

- (i) Inadequate of credit facilities;
- (ii) Inadequate of storage facilities;
- (iii) Post harvest losses;
- (iv) Inadequate transportation and communication facilities;
- (v) Price fluctuations or changes;
- (vi) Inadequate fixed capital (Machinery);

- (vii) High cost of farm inputs.
- (viii) Inadequate labour
- (ix) Pests
- (x) Diseases
- (xi) Inconsistent government policies
- (xii) Land tenure systems
- (xiii) Erratic rainfall pattern
- (xiv) Ineffective supervision
- (xv) Provision of equipment and machinery/modern technology.

Any 3 points meaningfully stated at 2 mark each = 6 marks
Mere listing = 1 mark each

(c) Measures to improve the Primary Economic Industry in Ghana

- (i) Improvement in the land tenure system;
- (ii) Development of dams and irrigation systems;
- (iii) Improvement in the road network and transportation;
- (iv) Control credit to be made available to producers of primary products;
- (v) Improvement in storage system;
- (vi) Establishment of marketing boards;
- (vii) Support for the producers of primary products in the form of subsidies;
- (viii) Improvement in village infrastructure;
- (ix) Encouragement of the youth into Agriculture;
- (x) Adding value.
- (xi) Formation of co-operative societies
- (xii) Continuity of government policies and projects
- (xiii) Pest control
- (xiv) Disease control
- (xv) Effective supervision
- (xvi) Inadequate ^{provision of} equipment and machinery/modern technology

Any 4 points meaningfully stated at 3 marks each = 12 marks

Meaningful sentence = 2 marks each

Mere listing = 1 mark each

(a)=2 marks, (b) =6 marks, (c) = 12 marks; Total= 20 marks