

# EaD Comprehensive Lesson Plans



or



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Strand:		Sub-Strand:	
	Revision – Discussion of Last Term Examination Questions.		

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**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 1**

					<b>Performance Indicator:</b> Learners can answer examination questions.
<b>Week Ending</b>	13-09-2024				
<b>Class</b>	B.S.8	<b>Class Size:</b>		<b>Duration:</b>	
<b>Subject</b>					
<b>Reference</b>					
<b>Teaching / Learning Resources</b>	Marking scheme, Examination Questions, Marked Scripts, Note books		<b>Core Competencies:</b>		
<b>DAYS</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2:   MAIN</b>		<b>PHASE 3:   REFLECTION</b>	

<b>WEDNESDAY</b>	Select a model reader to read Paper II (writing Part) questions to the class.	<ol style="list-style-type: none"><li>1. Learners to raise hands up to answers questions.</li><li>2. Call Learners at random to answer questions.</li><li>3. Discuss with Learners challenging questions.</li><li>4. Learners brainstorm to answer practical questions.</li></ol> <p><b>Sample of Questions;</b></p> <p>-----</p> <p><b>Sample examination questions</b></p> <p><b>Questions only</b></p> <p>Q.1 Discuss the difference between programme management and portfolio management</p> <p>Q.2 Explain what is meant by a project environment</p> <p>Q.3 Explain the role of the sponsor in a project organisation and his/her relationship with the project manager</p> <p>Q.4 a) Explain the purpose of a business case b) What is the relationship between a business case and a business case?</p> <p>Q.5 Explain what is meant by stakeholder management and describe how the project manager manages stakeholder engagement</p> <p>Q.6 Discuss the main project organisation structures and give their advantages and disadvantages</p> <p>Q.7 a) Draw a diagram of a typical project life cycle showing the phases b) State 3 advantages for developing a life cycle c) What is meant by a standard life cycle</p> <p>Q.8 a) Draw a simple work breakdown structure for the construction of a house b) Explain the benefits of using a work breakdown structure c) State three other breakdown structures which can be developed from a WBS</p> <p>Q.9 Explain four types of estimates and give their approximate accuracy rating</p> <p>Q.10 a) Describe a risk management plan b) Explain the risk management process</p> <p>Q.11 Explain what is meant by a Project Management Plan and give examples of its contents</p> <p>Q.12 Explain what is meant by the following project terms: a) Quality measures b) Quality control c) Quality assurance d) Quality improvement</p> <p>Q.13 Explain the stages and the activities required for an effective change management system</p> <p>-----</p>	Engage Learners in answering questions in their exercise books.
<b>THURSDAY</b>	A model reader to read multiple choice questions to the class is to be selected by the Facilitator.	<ol style="list-style-type: none"><li>1. Call individual Learners by names to answer multiple choice questions.</li><li>2. Discuss challenging topics with the Learners.</li></ol>	Through questions and answer, conclude the lesson.

		<p>1. Read the following source and then answer the questions which follow. From <i>Britain since 1789</i> by Martin Pugh, 1999. Although the revolution had been debated as the battlefield, its legacy in the form of a domestic radical movement [was] more traumatic. Indeed, the chaotic economic conditions prevailing between 1815 and 1820 gave it fresh momentum.</p> <p>(a) What is meant by describing the domestic radical movement as a 'legacy' of the revolution? [3]</p> <p>(b) Why were economic conditions between 1815 and 1820 'chaotic'? [7]</p> <p>(c) How serious a threat to the government were radical movements in the years 1815–20? [10]</p> <p>2. Read the following source and then answer the questions which follow. From <i>Britain since 1789</i> by Martin Pugh, 1999. As circumstances changed, the government grew less authoritarian ... Parliament became a little more relaxed in its attitude towards the working classes ... The other change that lends some credence to the idea of a more liberal approach is the rise of some younger and more reformist ministers into high office.</p> <p>(a) What is meant by a 'more relaxed' ... attitude towards the working classes? [3]</p> <p>(b) In what ways did 'younger ministers' show themselves to be 'reformist'? [7]</p> <p>(c) How far do the policies of the Tory governments between 1822 and 1830 justify describing them as 'liberal' ones? [10]</p> <p>3. Study the following source and answer the questions which follow. From a report of a speech by Lord Palmerston in the House of Commons, 4 March 1831. [The government] [discusses] any intention to sever the ties which bind together the middle classes and the aristocracy. On the contrary, it was then voted there to increase rather than diminish that influence ... [he looked on the increase of the Members for counties as the surest and most stable basis of representation ... The great merit of the Bill, in his opinion, was that it altered the distribution of political power, and reduced the constitution by placing the middle classes in that situation to which they were entitled, and which was most likely to prove advantageous to themselves and the community.</p> <p>(a) What, according to the source, was Palmerston's attitude towards the proposals in the Reform Bill? [3]</p> <p>(b) What defects in the existing system of representation did the Reform Act seek to rectify? [7]</p> <p>(c) What factors enabled the Whigs between 1830 and 1832 to overcome the opposition to reform in parliament? [10]</p> <p>4. (a) Explain the reasons for the revival of the Conservatives in the 1850s. [10]</p> <p>(b) Assess the success of the main domestic policies of Peel's second Ministry, 1841–44. [10]</p>	
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