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This book discusses Hong Kong's use of onscreen marking (OSM) in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive, coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high-stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

These collections of the official past papers of the GCE O Level Examinations from the University of Cambridge International Examinations has been developed for students of GCE O level. These books will act as tools for preparation and revision for students. These books have an edited Answer Guide for each paper based on the marks scheme written by CIE Principal

Over the past years, few African countries have been the focus of discussions and analyses generating a vast array of literature as much as Zimbabwe. The socioeconomic and political crises since the turn of the century have deeply transformed the country from the ideals of a vibrant freshly independent nation just two decades earlier. These transformations have necessitated the call for the restructuring of Zimbabwean society, polity, and economy. But this literature remains exclusively within the realm of academic thinking and theorising, with no concerted effort to move beyond this by explicitly drawing out the policy implications. Beyond the Crises: Zimbabwe's Prospects for Transformation is a welcome addition to the academic and policy literature with a much broader and all-embracing focus in terms of policy interventions. By focusing on different aspects of social and economic justice, Murisa and Chikweche go beyond initiating a broad discussion on these two key pillars of human development with a view to suggesting possible future directions of practical solutions and policy development for the attainment of inclusive social and economic justice for Zimbabweans.

More than ever, students need to engage with mathematical concepts, think quantitatively and analytically, and communicate using mathematics. All these skills are central to a young person's preparedness to tackle problems that arise at work and in life beyond the classroom. But the reality is that many students are not familiar with basic mathematics concepts and, at school, only practice routine tasks that do not improve their ability to think quantitatively and solve real-life, complex problems. How can we break this pattern? This report, based on results from PISA 2012, shows that one way forward is to ensure that all students spend more "engaged" time learning core mathematics concepts and solving challenging mathematics tasks. The opportunity to learn mathematics content - the time students spend learning mathematics topics and practising maths tasks at school - can accurately predict mathematics literacy. Differences in students' familiarity with mathematics concepts explain a substantial share of performance disparities in PISA between socio-economically advantaged and disadvantaged students. Widening access to mathematics content can raise average levels of achievement and, at the same time, reduce inequalities in education and in society at large.

Offer full syllabus coverage with a course that has been especially written for the international student, and is endorsed by Cambridge Assessment International Education. - Consolidate learning with plenty of practice questions and exercises throughout - Support revision through a range of examination-style questions and with 'Check you can' boxes - Fully prepare your students for non-calculator questions, with suitable questions marked throughout

Teaching Mathematics is nothing less than a mathematical manifesto. Arising in response to a limited National Curriculum, and engaged with secondary schooling for those aged 11- 14 (Key Stage 3) in particular, this handbook for teachers will help them broaden and enrich their students' mathematical education. It avoids specifying how to teach, and focuses instead on the central principles and concepts that need to be borne in mind by all teachers and textbook authors-but which are little appreciated in the UK at present. This study is aimed at anyone who would like to think more deeply about the discipline of 'elementary mathematics', in England and Wales and anywhere else. By analysing and supplementing the current curriculum, Teaching Mathematics provides food for thought for all those involved in school mathematics, whether as aspiring teachers or as experienced professionals. It challenges us all to reflect upon what it is that makes secondary school mathematics educationally, culturally, and socially important.

New Syllabus Mathematics (NSM) is a series of textbooks specially designed to provide valuable learning experiences to engage the hearts and minds of students sitting for the GCE O-level examination in Mathematics. Included in the textbooks are Investigation, Class Discussion, Thinking Time, Journal Writing, Performance Task and Problems in Real-World Contexts to support the teaching and learning of Mathematics. Every chapter begins with a chapter opener which motivates students in learning the topic. Interesting stories about Mathematicians, real-life examples and applications are used to arouse students' interest and curiosity so that they can appreciate the beauty of Mathematics in their surroundings. The use of ICT helps students to visualise and manipulate mathematical objects more easily, thus making the learning of Mathematics more interactive. Ready-to-use interactive ICT templates

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