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Examination Question Papers in Mathematics for Senior Certificate. By A. A. Gonin
and I. J. M. Archer

With Answers

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The past ten years in
South Africa has seen
many changes in
education - the creation of
a single department of
education; common
examinations for all
learners in public schools

in the country, a new
outcomes based
education curriculum
which was introduced to
learners in the general
education and training
phase since 1998 and will
be introduced to the
further education and
training phase from 2006.
To evaluate the success of
these changes South
African researchers still
use the indicator of
student achievement. The
matriculation examination
is the visible, high profile
and public performance
indicator. Every year
parents, learners,

teachers, researchers,
government officials,
policymakers, and the
general public get
involved in the debate
around the matric
examination with the
most frequently asked
questions being - Did the
pass rate go up? Are
standards dropping? Are
the results real or have
they been manipulated?
How is our education
system doing? Are we
meeting the development
goals? What should the
matriculation examination
of the future look like?
participants from

government (national and provincial),

Mathematics

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“Twenty-twenty hindsight” means perfect understanding of events only after they have happened. In his book, Mosiuoa Sekese looks back on his life in the old and new South Africa and gives his own perceptive interpretation of the past events. Sekese suffered discrimination and prejudice under the old apartheid government as well as the new, democratic regime. His

story is highly personal, but provides the reader with unique insights into the social and educational challenges that South Africa continues to grapple with. “I had a quick read and I find the content heartbreaking but fascinating. Especially as a white South African you are drawing me into a world that I always knew existed, but which few people have the guts and conviction to paint into words.” – Louise Heystek-Emerton: CEO Wordwise/Khuluma Awethu

Physical Science Pearson South Africa
Summative assessment has been a contentious issue in educational circles for several decades, particularly high-stakes assessment events which arise at various junctures of the school cycle, especially those at the end of it. The French Baccalaureat and English A-Levels and their numerous clones throughout the francophone and anglophone worlds are household names and represent milestone

events in people's lives, as their outcomes are principal determinants of young people's future prospects. These examinations are external--they are devised, conducted and processed by agencies outside the schools, usually ministerial examination units. As such, they act as 'blind' arbiters of student achievement, providing the proverbial 'level playing field' which ensures the comparability of outcomes. In the pyramidal school

structures of yesteryear, examinations acted as filters, regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up, from where unsuccessful candidates could enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever-higher social demand for access to higher levels of formal education, the filtering

function of examinations at lower levels of schooling has been gradually eroded, while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating assessment systems (including the modification and, in some instances, abandonment of external examinations). This edited volume brings together the experiences of twenty examination

systems from around the world to show how these dynamic entities have adapted over time to the changing context of schooling. Following an introduction by Stephen P. Heyneman of World Bank repute, there are sixteen chapters presenting Country Case Studies, which have been written up under common subheadings, thereby highlighting the comparative nature of the work and facilitating cross-referencing. The subsequent four chapters elaborate on the theme of

'external examinations beyond national borders', including a contribution by the International Baccalaureate Organisation. A defining feature of the work is the attention it pays to what it calls the 'nuts and bolts' of external examinations, from question-setting to grading procedures. These are, it is argued, instrumental in nurturing and maintaining public confidence in external examinations. The book will be of immense value to people involved in educational policy studies,

especially strategic educational planning, as well as those directly concerned with formal assessment. The work has been written to appeal to a wide audience of informed persons--it is accessible to teachers and interested laypeople, as well as to academics."

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