

Results Of Gce O Level Examination 2015

This book explores educational research in terms of the relationship between epistemology, methodology and practice. Divided into two sections, the first examines the frameworks which underpin the methods educational researchers use. The second looks at a broad spectrum of approaches, including feminist approaches, action research, ethnography and biographical research. The issues covered are central to all within the research community including students undertaking research degrees or research methodology courses.

In *The Dynamics of Policy Implementation in Nigeria*, author Mohammad Ahmad Wali examines the implementation of public policy in Nigeria with an emphasis on Sokoto State from 1976 to 1991, from the perspective of an insider. Thoroughly documented and researched, *The Dynamics of Policy Implementation in Nigeria* first dissects the explanations provided for both the success and failure of the government's efforts at moving policy forward. Wali specifically investigates the "Operation Move Ahead" education policy that has failed to achieve its objectives. A comprehensive presentation of the region's history, religion, politics, and socioeconomic structure provides the background from which to analyze the issues. With charts and diagrams, Wali discusses the four main obstacles to implementation in the Sokoto State bureaucracy: governmental instability, governmental overload, socioeconomic problems, and the infrastructural inadequacies confronting policy implementers. The crucial role of implementation analysis is to identify the factors which affect the achievement of policy objectives.

The multilingual situation in Cameroon and the status of English as a co-official language constitute a unique and fascinating case for sociolinguistic investigation. Drawing from first-hand material, the author investigates several aspects of this complex configuration, including the historical development of English in Cameroon, the various languages and lingua franca areas, the linguistic policy, the de facto status of English and the situation in the anglophone provinces. The speech community of the Anglophones is highlighted as a rare example of an ethnicity tied to the second language. Apart from important sociolinguistic findings, the work includes a novel, corpus-based analysis of Cameroon English. Certain lexical phenomena are explained by the cognitive coding of culture - particularly the African cultural model of community, which also underlies the self-perception of the Anglophones - a perspective hitherto neglected in the study of the New Englishes.

Issues in Design and Technology Teaching identifies and examines the important concerns in this subject, seeking to challenge preconceptions and stimulate debate about this relative newcomer to the National Curriculum. Key areas addressed are: Issues of Definition: getting to the roots of the concept of design and its educational value Issues in the Classroom: the role and implementation of new technologies, and issues involved in planning and assessment Issues in the School Context: gender as a concern in Design and Technology, with an examination of boys' performance in this area Issues Beyond the School: ethics, values and attitudes in Design and Technology, and a discussion of the benefits of partnerships with industry. *Issues in Design and Technology Teaching* provides support for student teachers and NQTs in primary and secondary schools, helping them to reach informed judgements about the subject they are teaching.

Drawing on the great wealth of knowledge and experience of educational practitioners and theorists, the volumes in *The Sociology of Education* set of the International Library of Sociology explore the very important relationship between education and society. These books became standard texts for actual and intending teachers. Drawing upon comparative material from Israel, France and Germany, titles in this set also discuss the key questions of girls' and special needs education, and the psychology of education.

Budget literacy is defined as 'the ability to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process'. It is comprised of two main parts - (i) a technical understanding of public budgets, including familiarity with government spending, tax rates and public debt and; (ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues, as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply-side actors in the budget process -- governments -- simplify and disseminate budget information for demand-side actors -- citizens -- this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of "budget illiteracy" is to provide budget-literacy education in schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures, and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education, and presents lessons that are relevant for the development, improvement, or scaling up of budget literacy initiatives.

First published in 1971, this book argues that schools at the time were underpowered, due partly to circumstances within contemporary educational institutions, but chiefly to their relationships with the wider social environment. It suggests that schools lacked bargaining power and that their position deteriorated because they had marketed an ev

This book focuses upon the relationship between effectiveness and improvement in schools and colleges. The main theories and research findings concerning organizational effectiveness and improvement are brought together within this single volume. The book aims to provide an understanding of the way in which organizational effectiveness is conceptualized, measured and realized in practice. It also explores the ways in which change associated with organizational improvement is effectively managed. The emphasis throughout the book is upon making theory accessible and of practical use to those concerned with organizational effectiveness and improvement. It will assist practitioners and managers to understand how improvement can be initiated, managed and sustained at all levels within the organization. This volume forms part of the *Leadership and Management in Education* series. This four book series provides a carefully chosen selection of high quality readings on key contemporary themes in educational management: professional development, reflection on practice, leadership, team working, effectiveness and improvement, quality, strategy and resources. The series will be an important resource for classroom teachers and lecturers as well as those holding designated management posts in schools and colleges and will provide a valuable basis for professional development programmes.

Rev. ed. of: *Management of success, the moulding of modern Singapore*.

This Memoir, *Odyssey of Akyemkwaa*, is a coming-of-age story written with finesse and encompasses narrations which evoke scenes in a documentary movie. The main character, Siam Erzuah, is a Sales Representative working for the Sheehy Auto Group in Alexandria, Virginia. Encouraged by his appreciative customers as well as others, he reveals his personal life stories with a surprising flair of an accomplished story teller. From the beginning, the book takes the reader to the Village of Agona Mankrong in Ghana where Erzuah was born. In the early stages of his life, he becomes conscious of his parents' constant financial woes. As a result, he decides not to follow their subsistence farming occupation (his father also had an additional job as a Field Assistant for the Ministry of Agriculture helping Cocoa farmers). In succinct language, the book portrays Erzuah as having a profound distaste for subsistence farming out of various reasons including his morbid fear of snakes. Hence, he decides to take the education route to have a better job in the future. Despite the desire to be educated, the book tells of how Erzuah almost had his secondary school admission cancelled because of prolonged sickness and subsequent death of his elder brother—a situation which causes his parents to be financially incapacitated. Out of desperation, his parents want to postpone his education, but Erzuah will hear none of it! His insistence on going to school forces his father to ask for help from his friend, a move that causes Erzuah to end up in a virtual domestic slavery. Throughout his secondary and college education, the book traces Erzuah's struggles

and progress with candor and humor. At one point, he is cornered and beaten up by a student gang of five for no reason. On another occasion, he steals a roasted plantain when he could not contain his hunger anymore, but gets caught and punished. His first job at Ghana's Bureau of National Investigations, and subsequent travel to the United States caps a life full of drama, successes, failures, and also determination. As a coming-of-age story, *Odyssey of Akyemkwa* represents the archetypal rite-de-passage experienced by the average male growing up in Sub-Saharan Africa. It is a life story often times seen only on TV's in America and other Western Countries. This is a must read book for all adults, college students, and those who find themselves under unbearable stress in life.

GCE O Level Examination Past Papers with Answer Guides: Chemistry India Edition Foundation Books

Selection for secondary education at 11-plus still arouses widespread controversy; and the psychological techniques which are employed, such as intelligence and attainments tests, are often criticised. Originally published in 1957, under the auspices of the British Psychological Society, a group of psychologists, experienced in this field, tried to present a balanced survey of the situation at the time. They show that the real problems of secondary schooling cannot be solved by simple administrative changes; they arise from historical causes, from the class structure of English society and the educational and vocational ambitions of parents. Psychology has studied the development and differentiation of children's abilities and interests with age, and thus throws light on the need for, and the consequences of, streaming children in different classes or schools, and the value of alternative systems such as the comprehensive school. Selection at 11-plus, it is admitted, does have harmful effects on teaching in the junior school and produces much emotional strain, though these effects are often exaggerated. It was, in fact, accurate for some ninety per cent of children; yet the implications of its inevitable inaccuracy for some pupils cannot be ignored. The functions, and the value, of intelligence and attainments tests and the essay are examined, and full consideration given to the use of teachers' estimates of suitability and other techniques. The Report is addressed primarily to teachers, educational administrator, and psychologists – that is people with some background knowledge of the problems involved; but it should also be intelligible and helpful to the educated layman, since the more technical details are confined to Appendices.

In the wake of the 1997 Asian financial crisis, various reform initiatives, policies and programmes have been carried out in different countries within the Asia-Pacific region. All these reform efforts aim to restructure different aspects of schooling in order to promote learning and to prepare students for future challenges in globalised economies. These measures to a certain extent challenge traditional practices, established arrangements and deep-seated assumptions related to different aspects of learning. The authors in this book discuss educational reforms in different countries in the Asia-Pacific region in light of student learning, clarify their concepts, evaluate implementation and impact on the learning processes, with a hope that we can learn better from each other and develop a better understanding of "contemporary" learning and teaching processes within the region. The central argument running through different chapters in this book highlights the importance of understanding reforms and learning within their historical, political and sociocultural contexts. Reforming learning involves changes in established cultural practices in our schools, classrooms, and other learning sites, and therefore inevitably arouses tensions and negotiations. The discussion in this book puts to the fore the disputable nature of reforming learning and the significance of contextualising the complex relationship between reforms and learning.

This text aims to provide a realistic approach to the theoretical and philosophical aspects of ethics and the advancement of medical practice. It reports on the clinical application of ethical concerns in an actual healthcare setting.

Education, East and West, is today mostly Western in orientation. Asian perspectives remain relatively unrepresented in curricula, pedagogy and administrative structures. This volume has brought together authors researching in Asia who redress this imbalance and describe what the West can learn from the East. Topics covered include conceptions of and approaches to effective learning and teaching, selfregulated learning, perceived causes of success and failure, valuing of education, peer influences and classroom behavior, creativity, teacher commitment, class size, motivation, future goals, and other influences on effective learning. Shared insights from the research and theorizing presented should provide a fascinating perspectives for educators and administrators charged with providing cuttingedge, researchbased educational best practices in diverse cultural and social environments internationally.

Provides a critical assessment of the way outcome is measured across a broad range of key public services including health, schools, criminal justice, social security, universities, community care and housing management.

This study, first published in 1973, examines the principles that lie behind educational dilemmas, and helps to clarify the difficulties of explanation, justification and practical action in the educational system. The author explores various key concepts in the education process, such as Intelligence, Equal Opportunity, Knowledge and Selection. She shows that different and often contrasting interpretations of these concepts imply certain assumptions about the nature of man, the genesis and knowledge, the education process and its relation to society. This title will be of interest to students of sociology and education.

How critical is education in the development struggle of a third world country? Responding to popular demands for more accessible education, the Guyanese government instituted numerous educational reforms, hoping to promote economic growth in both the modern and the traditional sectors of the economy. Many in the traditional sector, however, saw education as a means of economic advancement, and sought increasingly to move into higher social strata through employment in the modern sector. Consequently, the civil service and private firms gained an oversupply of personnel, while agriculture and small business suffered, and unemployment increased. The author examines Guyana's educational system from historical, political, social, and economic perspectives, and draws implications for other developing countries.

This book analyzes the performance of South Asian educational systems and identifies the causes and correlates of student learning outcomes. Drawing on successful initiatives both in the region and elsewhere in the world, it offers an insightful approach to setting priorities for enhancing the quality of school education in South Asia.

Originally published in 1965, this standard work sets out to explore the questions: What is 'social administration', and how can people prepare themselves for this work? It shows the social services in continuous evolution in response to political, economic and social change, and it ends with a deeply thoughtful and thought-provoking analysis of the processes and causes of this evolution, and of the different contributions to change made by the various parties concerned. This analysis is based on the case studies presented in the book's central chapters. Of this new version of the book, first published in 1975, Professor Donnison wrote: 'The first three chapters of the original book have been scrapped and a new introduction to the whole subject takes their place – an introduction not only to the literature about

social policy and administration but to the "point" and purpose of the subject (for students who, rightly, expect to be convinced about this before devoting their time to it). Then follow eight case studies of innovations in the work and policies of local units of the social services – including housing, education, a home help service, planning and legal aid, besides social work services. These are the original studies untouched. I have returned to each agency and found out what has happened since our original studies, adding a postscript to each, outlining the main developments since the original research, ten to twenty years ago. I don't think anyone has ever done that before. In most cases the innovating trends we identified have gone further, often becoming national orthodoxy by now. The one (on legal aid) where unexpected developments have occurred is at least as interesting.' Professor Donnison has added a ninth case study – of the Department of Social Administration at the London School of Economics where he was working when the original studies were made (Professor Richard Titmuss was head of the department at that time). This study traces the development of education for social workers at a seminal stage and the difficult problems which had to be resolved when major new departures occurred in this field. The chapter will be of lasting interest to historians of social work and social work education in Britain, besides throwing light on the process of innovation in social policy.

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In this memorable book, Adarsh chronicles the unique history of these schools as they unfolded. He shows how the children (boys and girls) got an opportunity of a lifetime in achieving an education that they would never have acquired; then, they went on to become even more successful in the pursuits of careers and other opportunities that they never would have dreamed possible. Adarsh is able to bring to light a perspective to the cherished legacy that enshrined the history of these schools. Within these pages, it is truly remarkable to behold that given the opportunities for success and the guiding hand of support and encouragement lives are changed and legacies are born.

Do names have meaning? Is there a relationship between the meaning of a name and the purpose of one's life? Can the name of a person tell his or her life story? Can the experiences of a person present useful life lessons? Most names of African origin have meaning. A lot of people name their children after good people so that the children will turn out to be good citizens. Several biographies and autobiographies have been written; but in this book the author seeks to draw an association between the meaning of his name and the purpose of his life, using his lived experiences-both negative and positive to present useful lessons to people, especially, the younger generation. The author views life as a journey, involving experiences that are not captured by resumes and profiles of people. In 30 Chapters, the author tells his life story from both Africa and the United States of America to present useful lessons to be explored to improve human life. In this book-Enough to be Shared: A Purpose-Driven Name-A Vivid Life Story Application of George Appiah-Sokye; the author responds to requests for mentorship from both current and prospective accounting students in particular; as well as, the younger generation and Africans in the Diaspora in general. It is hoped the reader will find the contents of this book very useful.

Secondary Schools and Their Effects on Children.

By 1982 the ambitious claims made for newly established comprehensive schools were being put to the test. How effectively does the comprehensive meet the needs of all young people? Do urban, working-class students enjoy more success than in the secondary modern schools? Are they more engaged in their learning with higher self-esteem? This volume discusses these questions and examines issues of social mobility and cohesion, curriculum, the balance between academic and vocational education, the place of exams in the educational system and the influence of independent schools. The author asks whether a more decentralised system of self-governing schools improve the education service – a timely question which along with the other issues examined is as relevant and challenging today as when the book was originally published in 1982.

This book shares the goal of the classic text *How to Lie with Statistics*, namely, preventing and correcting statistical misconceptions that are common among practitioners, though its focus is on the educational context. It illustrates and discusses the essentials of educational statistics that will help educational practitioners to do this part of their job properly, i.e., without making conceptual mistakes. The examples are cast in the school/classroom contexts, based on realistic rather than theoretical examples. "The strongest aspect of the work or author's view is that the author can put himself in the shoes of teachers and make the work a very practical guide for teachers and school leaders. As a very experienced educator and researcher, the author knows very well about the knowledge skills that are essential for the professional development of teachers. He is able to explain the statistical and measurement concepts in plain language and with examples that are highly relevant to the target audience. In addition, the author also conveyed an important message to the target audience throughout the work... by pointing out the mistakes and misunderstandings of the interpretation of test scores and measurement design. The author reminds the audience about the importance of proper use of tests and test scores when teachers and school leaders make any education decisions, which has much implication on the professional integrity of teachers and school leaders." Dr. Joyce Kwan, The Education University of Hong Kong, Hong Kong "This book covers all the statistical tools for analyzing educational data and provides examples to explain the ideas. Chapters 10-17 are practical data analysis in educational data that helps readers have a better understanding of the procedure to analyze the data." Dr. Alpha Ling, The Education University of Hong Kong, Hong Kong "It looks like a very interesting book with attractive topics and practical problems in educational statistics. Though the topics remind me of the classic book *How to Lie with Statistics*, this book aims at preventing and correcting statistical misconceptions in educational context." Dr. Zhu Ying, National Institute of Education, Nanyang Technological University, Singapore

Does the education system help or hinder the fight against racism? This volume provides a constructive critique of the Swan Report of 1985 and of sociological research into racial and ethnic relations. The author undertakes a searching philosophical and sociological analysis of multicultural and antiracist education. He shows how the education system itself can reinforce racist assumptions and behaviour in society, but also argues that through educational and social reconstructing it can promote constructive cross-cultural relations.

British secondary education has changed in major ways since 1945. This book examines some consequences and implications of

both change and stability, drawing on a unique series of national surveys of school leavers in Scotland. The authors provide an empirical and theoretical account of central problems of contemporary schooling. Their analysis covers: certification, curriculum and selection; the effects of educational expansion; trends in educational inequality; the impact of comprehensive reorganisation; truancy and alienation from schooling; the explanation of differences in performance between schools and the implications for the public accountability of schools. From these analyses the authors develop a critique of the 'theory' of the education system that underpinned expansion. They examine this theory's logical and empirical status as 'myth' and elaborate how the political system and social science might jointly overcome some of the methodological difficulties that beset social and educational research.

This book provides a clearly written, wide-ranging overview of current key issues and challenges arising from the implementation of more inclusive policies and provision in education in this country and internationally. The author sets policies for inclusive schools in the broader contexts of current policies which aim to reduce poverty and social exclusion, and the wider global background of the United Nations drive to promote 'Education for All'. The book draws a distinction between integration and inclusion and provides a critical analysis of the government's Program of Action and the revised National Curriculum and their implications for schools, pupils and families.

This fifth volume of PISA 2012 results presents an assessment of student performance in problem solving, which measures students' capacity to respond to non-routine situations in order to achieve their potential as constructive and reflective citizens.

This book is an analytical survey of the problems involved in administering comprehensive schools. It is based on the author's experience as first headmaster (195876) of the Jewish Free School, Camden Town.

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