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Educational Assessment in a Time of Reform provides background information on large-scale examination systems more generally and the South African examination specifically. It traces the reforms in the education system of South Africa since 1994 and provides a description of the advances in modern test theory that could be considered for future standard setting endeavours. At the heart of the book is the debate on whether the current standard of education in Africa is good enough . If not, then how can it be improved? The aim of this book is to provide a point of departure for discussions on standard-setting, quality assurance, equating of examinations and assessment approaches. From this point of departure recommendations for practices in general and the exit-level (Grade 12) examination results in particular can be made. This book is ideal reading for principals, teachers, academics and researchers in the fields of educational assessment, measurement, and evaluation.

Are high school advanced placement courses actually helping students prepare for college? AP: A Critical Examination of the Advanced Placement Program investigates whether AP classes effectively, economically, and equitably predict college success.

Betrayal in the City, first published in 1976 and 1977,



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was Kenya's national entry to the Second World Black and African Festival of Arts and Culture in Lagos, Nigeria. The play is an incisive, thought-provoking examination of the problems of independence and freedom in post-colonial African states, where a sizeable number of people feel that their future is either blank or bleak. In the words of Mosese, one of the characters: "It was better while we waited. Now we have nothing to look forward to. We have killed our past and are busy killing our future."--Page 4 of cover.

This two-volume encyclopedia looks at the lives of teenagers around the world, examining topics from a typical school day to major issues that teens face today, including bullying, violence, sexuality, and social and financial pressures. • Gives readers a glimpse into a typical day in the life of a teen in countries around the world, from wake up time to classes to after school activities • Focuses on interesting facts and anecdotal information • Allows students to make cross-national comparisons of topics such as literacy, education, rights, internet use, and other key issues • Shows a complex picture of new family forms, new gender roles, and declining religious belief with the strong persistence of conservative values

For a meaningful understanding of physics, it is necessary to realise that this corpus of knowledge operates in a register different from natural thought. This book aims at situating the main trends of

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common reasoning in physics with respect to some essential aspects of accepted theory. It analyses a great many research results based on studies of pupils and students at various academic levels, involving a range of physical situations. It shows the impressive generality of the trends of common thought, as well as their resistance to teaching. The book's main focus is to underline to what extent natural thought is organised. As a result of this mapping out of trends of reasoning, some suggestions for teaching are presented; these have already influenced recent curricula in France. This book is intended for teachers and teacher trainers principally, but students can also benefit from it to improve their understanding of physics and of their own ways of reasoning.

This is About a pampered boy, Obuechina Maduabuchi.....Only brother of five older sisters and a younger one, prize pupil in school, apple of his dotting mother's eye, eight years old and hopelessly spoilt.In a vain attempt to salvage his character, his father decides he must be sent away as houseboy to a teacher and his wicked wife.

## B.Sc. Practical Physics

In this careful articulation of science, the editors provide an intellectual marriage of Indigenous science and science education in the African context as a way of revising schooling and education. They define science broadly to include both the science of the

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natural/physical/biological and the 'science of the social'. It is noted that the current policy direction of African education continues to be a subject of intense intellectual discussion. Science education is very much at the heart of much current debates about reforming African schooling. Among the ways to counter-vision contemporary African education this book points to how we promote Indigenous science education to improve upon African science and technology development in general. The book also notes a long-standing push to re-examine local cultural resource knowings in order to appreciate and understand the nature, content and context of Indigenous knowledge science as a starting foundation for promoting African science and technology studies in general. It is argued that these interests and concerns are not mutually exclusive of each other but as a matter of fact interwoven and interdependent. The breadth of coverage of the collection reflect papers in science, Indigeneity, identity and knowledge production and the possibilities of creating a truly African-centred education. It is argued that such extensive coverage will engage and excite readers on the path of what has been termed 'African educational recovery'. While the book is careful in avoiding stale debates about the 'Eurocentricity of Western scientific knowledge' and the positing of 'Eurocentric science' as the only science worthy of engagement, it nonetheless caution against constructing a binary between Indigenous/local science and knowledges and Western 'scientific' knowledge. After all, Western scientific knowledge is itself a form of local knowledge, born out of a particular social and historical context.

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Engaging science in a more global context will bring to the fore critical questions of how we create spaces for the study of Indigenous science knowledge in our schools. How is Indigenous science to be read, understood and theorized? And, how do educators gather/collect and interpret Indigenous science knowledges for the purposes of teaching young learners. These are critical questions for contemporary African education?

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