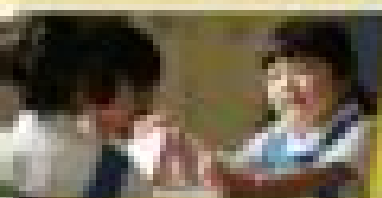


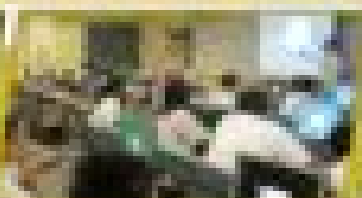


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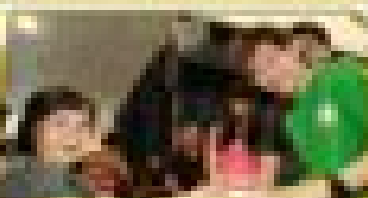
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Singapore Examinations And Assessment Board

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Singapore Examinations And Assessment Board:

The English Language David Crystal, 1988 *Examinations in Singapore* Yap Kwang Tan, Hong Kheng Chow, Christine Goh, 2008

The first book to explore the development of Singapore's much talked about education and examination system this volume juxtaposes examinations with its immediate context of education and wider context of politics economy and society The study covers three broad historical periods Examinations in Singapore from 1891 to 1945 The Post War Years from 1946 to the 1970s and Charting Our Destiny from the 1980s to 2007 In the British period up to 1941 the local examinations were conducted by the vernacular schools and external examinations by the University of Cambridge Local Examinations Syndicate There was a lack of systematic effort to establish a uniform system of education and examinations During the Japanese Occupation examinations were conducted by the Japanese authorities and unexpectedly the Cambridge examinations continued in the Sime Road Camp In the post war period and particularly after Singapore was granted self government the establishment of a national education system was followed by the emergence of national examinations the Primary School Leaving Examinations and the Singapore Cambridge GCE N O A Levels for every school going child in Singapore Thereafter the nature of national examinations evolved with the changing needs of education and the nation At the turn of the century with the Ministry of Education's decision to take greater control of examinations the Singapore Examinations and Assessment Board was established to oversee new developments in examinations Unlike most literature on education where examinations are often mentioned as an outcome of educational goals and objectives this book focuses on examinations per se Examinations have gained a momentum of their own and it is interesting to note the development of examinations against the backdrop of the broader history of Singapore and of education in Singapore

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and assessment general readership **The administration of examinations for 15-19 year olds in England** Great Britain: Parliament: House of Commons: Education Committee, 2012-07-03 This report from the Education Committee looks at the administration of examinations for 15 19 year olds in England The Committee expresses serious concerns about incentives in the exam system and about competition on syllabus content Incentives in the system should be changed so the downward pressure through the competition of exam boards is mitigated The Committee considers a number of options to change incentives including i A single board This offers a simpler system with no risk of competition but the Committee believes the cost risk and disruption outweigh the benefits ii Franchising of subjects to exam boards This removes syllabus competition but again has downsides 3 Or the current system of multiple boards The Committee sees no benefit in competition on syllabus content but the setting and marking of exams and associated administration if properly regulated could generate incentives and drive quality up offering value for money to schools and colleges The Committee also recommends the development of national syllabuses accredited by Ofqual The syllabuses would be developed by exam boards in conjunction with learned bodies and employer organisations and could therefore retain the benefits of competition on quality and the incentive for exam boards to innovate Next Generation Assessment Linda Darling-Hammond, 2014-07-16 A forward thinking look at performance assessment in the 21st century Next Generation Assessment Moving Beyond the Bubble Test to Support 21st Century Learning provides needed answers to the nation's growing concerns about educational testing in America Drawing on research and the experiences of leading states and countries this new book examines how performance assessments can offer a feasible alternative to current high stakes tests As parents educators and policymakers have increasingly criticized the effects of the teaching to the test mandate from the No Child Left Behind Act the need for this resource has never been more critical This summary volume to Beyond the Bubble Test speaks to the nationwide unease about current tests focus on low level skills like recalling and restating facts rather than higher order skills such as problem solving analyzing and synthesizing information It illustrates how schools can use authentic assessments to improve teaching and learning as they involve students in conducting research designing investigations developing products and solutions using technology and communicating their ideas in many forms This important book Serves as a must have resource for those interested in the most current research about how to create valid and reliable performance assessments Explains how educators can improve practice by developing using and scoring performance assessments Helps policymakers and educators accurately assess the benefits and possibilities of adopting performance assessments nationally If you're an educator researcher graduate student district administrator or education policy specialist Next Generation Assessment is an indispensable resource you'll turn to again and again Science Education Research and Practice in Asia Mei-Hung Chiu, 2016-06-10 This book discusses the scope of science education research and practice in Asia It is divided into five sections the first consists of nine chapters providing overviews of science education in Asia China Lebanon Macau Malaysia

Mongolia Oman Singapore Taiwan and Thailand The second section offers chapters on content analysis of research articles while the third includes three chapters on assessment and curriculum The fourth section includes four chapters on innovative technology in science education and the fifth section consists of four chapters on professional development and informal learning Each section also has additional chapters providing specific comments on the content This collection of works provides readers with a starting point to better understand the current state of science education in Asia

Assessment and Teaching of 21st Century Skills Patrick Griffin, Barry McGaw, Esther Care, 2011-10-20 Rapid and seemingly accelerating changes in the economies of developed nations are having a proportional effect on the skill sets required of workers in many new jobs Work environments are often technology heavy while problems are frequently ill defined and tackled by multidisciplinary teams This book contains insights based on research conducted as part of a major international project supported by Cisco Intel and Microsoft It faces these new working environments head on delineating new ways of thinking about 21st century skills and including operational definitions of those skills The authors focus too on fresh approaches to educational assessment and present methodological and technological solutions to the barriers that hinder ICT based assessments of these skills whether in large scale surveys or classrooms Equally committed to defining its terms and providing practical solutions and including international perspectives and comparative evaluations of assessment methodology and policy this volume tackles an issue at the top of most educationalists agendas

Public Administration Singapore-Style Jon S. T. Quah, 2010-04-21 Singapore was ranked first for the competence of its public officials from 1999 to 2002 by The Global Competitiveness Report This book intends to provide a detailed study of public administration Singapore style

Mathematics Education: The Singapore Journey Khoon Yoong Wong, Peng Yee Lee, Berinderjeet Kaur, Pui Yee Foong, Swee Fong Ng, 2009-02-19 This comprehensive book is a state of the art review of research and practices of mathematics education in Singapore It traces the fascinating journey from the original development of the Singapore mathematics curriculum in the 1950s to the present day and reports on diverse findings about the Singapore experience that are not readily available in print All of the authors are active mathematics educators or senior mathematics teachers in Singapore thus adding authenticity and distinctiveness to the stories covered in this book The issues they so earnestly explore in this book will undoubtedly be of interest to graduate students mathematics educators and the international mathematics education community

PSLE Examination Questions 2003 - 2007 Science, **The Changing Role of Schools in Asian Societies** John Chi-Kin Lee, 2007-12-05 Walk into a classroom in Tokyo New York London or Rotterdam and the similarities in structure activity purpose and style will outweigh differences in language dress and ethnic characteristics Learning is regulated and rationed teaching is a process or one way transmission of knowledge students need to be docile and conformist assessment needs to sift and sort the bright from the not so bright and rewards will be given to those who successfully negotiate this regime But are these the kinds of places that can meet the needs of the net generation

The Changing Role of Schools in Asian Societies is concerned with the debate about the nature of modern schooling in Asia. Traditionally schools are historical constructions reflecting the social economic and political needs of the societies that invest in them. As Asia faces the challenges posed by the knowledge economy its schools have taken on a new and quite different importance. This informative book outlines the broad policy contexts in which these transformations are taking place and the practical strategies that are needed to meet this objective. The authors argue that the future of Asian societies depends on a transformation that requires a fundamental restructuring of schools as we know them while maintaining their long held cultural values. This valuable insight provides an overview of educational issues in Asian societies, establishes a broad theoretical framework in which these issues can be understood, contextualizes issues by providing country case studies, acknowledges the important role of culture influencing educational priorities. It should be of interest to all those working in education policy and comparative education.

Learning from Singapore Pak Tee Ng, 2017-01-12. Learning from Singapore tells the inside story of the country's journey in transforming its education system from a struggling one to one that is hailed internationally as effective and successful. It is a story not of the glory of international test results but of the hard work and tenacity of a few generations of policy makers, practitioners and teacher trainers. Despite its success, Singapore continues to reform its education system and is willing to deal with difficult issues and challenges of change. Citing Singapore's transformation, author Pak Tee Ng highlights how context and culture affect education policy formulation and implementation. Showing how difficult education reform can be when a system needs to negotiate between competing philosophies, significant trade offs or paradoxical positions, this book explores the successes and struggles of the Singapore system and examines its future direction and areas of tension. The book also explores how national education systems can be strengthened by embracing the creative tensions generated by paradoxes such as the co-existence of timely change and timeless constants: centralisation and decentralisation, meritocracy and compassion, and teaching less and learning more. Learning from Singapore brings to the world the learning from Singapore: what Singapore has learned from half a century of educational change and encourages every education system to bring hope to and secure a future for the next generation.

Challenging Mathematics In and Beyond the Classroom Edward J. Barbeau, Peter J. Taylor, 2009-04-21. In the mid 1980s the International Commission on Mathematical Instruction (ICMI) inaugurated a series of studies in mathematics education by commissioning one on the influence of technology and informatics on mathematics and its teaching. These studies are designed to thoroughly explore topics of temporary interest by gathering together a group of experts who prepare a Study Volume that provides a considered assessment of the current state and a guide to further developments. Studies have embraced a range of issues: some central such as the teaching of algebra, some closely related such as the impact of history and psychology, and some looking at mathematics education from a particular perspective such as cultural differences between East and West. These studies have been commissioned at the rate of about one per year. Once the ICMI Executive decides on the topic, one or two

chairs are selected and then in consultation with them an International Program Committee IPC of about 12 experts is formed The IPC then meets and prepares a Discussion Document that sets forth the issues and invites interested parties to submit papers These papers are the basis for invitations to a Study Conference at which the various dimensions of the topic are explored and a book the Study Volume is sketched out The book is then put together in collaboration mainly using electronic communication The entire process typically takes about six years

Artistic Thinking in the Schools Pamela Costes-Onishi, 2019-07-11 This book examines current context specific trends and developments in empirical research on arts education and arts in education in order to evaluate and create responsive approaches to future global challenges By highlighting the centrality of the arts in advancing future orientations in education it offers a timely and valuable contribution to educational issues on preparing teachers and learners for the increasingly complex societal dynamics and unpredictable global economy

Climate Change Education Chang Chew Hung, 2014-05-09 Climate change is a controversial topic some people assert that climate change is not occurring and others believe that reports are inaccurate that whilst climate change is happening it may not be caused by human activity There are also climate alarmists who use IPCC reports to support their claims that erratic weather patterns are a result of climate change caused by human activity Regardless of these different viewpoints one fact can be agreed upon climate change is a complex subject and there is a need to educate future generations enabling them to deal with the plethora of information and views that they will experience in their lives This book explores what education for climate change entails discussing the concept of Climate Change Education CCE itself how it can be taught in schools and how public education can be carried out It instructs what specific subject matter to teach for CCE and how to evaluate the student learning on the subject Chapters include CCE in the Formal Curriculum Teacher readiness for CCE Assessment for and of CCE Lessons from CCE for Public Education Climate Change Education is an extremely useful resource for anyone involved in educating students on climate change and also for those interested in climate change itself

Handbook of Asian Education Yong Zhao, Jing Lei, Guofang Li, Ming Fang He, Kaori Okano, Nagwa Megahed, David Gamage, Hema Ramanathan, 2010-11-30 Comprehensive and authoritative this Handbook provides a nuanced description and analysis of educational systems practices and policies in Asian countries and explains and interprets these practices from cultural social historical and economic perspectives Using a culture based framework the volume is organized in five sections each devoted to educational practices in one civilization in Asia Sinic Japanese Islamic Buddhist and Hindu Culture and culture identities essentially are civilization identities the major differences among civilizations are rooted in their different cultures This framework offers a novel approach to capturing the essence of the diverse educational systems and practices in Asia Uniquely combining description and interpretation of educational practices in Asia this Handbook is a must have resource for education researchers and graduate students in international and comparative education globalization and education multicultural education sociocultural foundations of education and Asian

studies and for educational administrators and education policy makers Empowered Educators in Singapore A. Lin Goodwin, Ee-Ling Low, Linda Darling-Hammond, 2017-03-07 BEST PRACTICES FROM SINGAPORE'S HIGH PERFORMING SCHOOL SYSTEM Empowered Educators in Singapore is one volume in a series that explores how high performing educational systems from around the world achieve strong results The anchor book Empowered Educators How High Performing Systems Shape Teaching Quality Around the World is written by Linda Darling Hammond and colleagues with contributions from the authors of this volume Empowered Educators in Singapore delves into the country's rapid rise to educational excellence on a global scale and the national effort that drives it Singaporean students routinely outperform their peers from around the world placing first or second in international assessments particularly in math and science In 2015 Singaporean students topped the league table for both the Programme in International Student Achievement PISA and the Trends in International Mathematics and Science Study TIMSS With educators around the world clamoring for the Singapore secret the reality is that Singapore's excellence is the result of a 25 year drive to improve education through systemic long term and ongoing consistent and deliberative reform with an emphasis on teacher quality This book describes the interwoven strategies that merge context quality governance and continual evolution into a consistently high achieving student population *Mathematics Curriculum in School Education* Yeping Li, Glenda Lappan, 2013-11-19 Mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education This book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts The book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning in different education systems Understanding mathematics curriculum and its changes that are valued over time in different education systems Identifying and analyzing effective curriculum practices Probing effective infrastructure for curriculum development and implementation Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems This rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems It will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving

mathematics teaching and learning **Social Studies Education in South and South East Asian Contexts** Kerry J Kennedy, 2021-07-22 The education of young people is context bound This edited volume explores the contexts that characterise South and South East Asia and their influence on social studies education There is not a single context across this broad geographical expanse rather different religions different political systems and different values exert influences that create distinctive programmes that characterise different countries Yet there are also commonalities such as the post colonial nature of most of the countries portrayed in this book determined efforts at establishing new national communities and multiple value systems that lead to distinctive local priorities There are also voices of resistance in these chapters recognising the realities of local contexts but also recognising the need for change Social studies education in these contexts may well be descended from its origins in North America but in South and South Asian contexts it has taken on new purposes new forms and new values Education researchers policymakers and postgraduate students in comparative education will find the volume useful in its exploration and comparison of the social studies curricular and reforms that shaped them

Teaching Chemistry Around the World Björn Risch, 2010 As teachers we often tend to expect other countries to teach chemistry in much the same way as we do but educational systems differ widely At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world Teaching Chemistry around the World 25 countries have participated in the project The resulting country studies are presented in this book This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries Especially in the case of the school subject chemistry which is very unpopular on the one hand and occupies an exceptional position on the other hand due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving we have to learn from each others educational systems **Evaluating Language Assessments** Antony John Kunnan, 2017-07-06 Evaluating Language Assessments offers a comprehensive overview of the theoretical bases and research methodologies for the evaluation of language assessments and demonstrates the importance of a fuller understanding of this widely used evaluative tool The volume explores language assessment evaluation in its wider political economic social legal and ethical contexts while also illustrating quantitative and qualitative methods through discussions of key research studies Suitable for students in applied linguistics second language acquisition and language assessment and education this book makes the case for a clear and rigorous understanding of the theoretical and methodological underpinnings of language assessment evaluation in order to achieve fair assessments and just institutions

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