

## Cambridge Junior Certificate Past Exam Papers

"Argues that in content and orientation islands' educational system during colonial period was geared more to the metropole than to the local situation. Uses career and initiatives of J.O. Cutteridge, British educational official in Trinidad, to portray the occasional absurdity of the system. Highlights religious bodies' meaningful role in building schools and in other educational activities. Concludes that despite problems, education did provide a mechanism for upward social mobility and for overcoming barriers imposed by race, class, or ethnicity. Includes list of island scholars from late-19th century through 1939"--Handbook of Latin American Studies, v. 58.

Up, From The Majestic Hills seeks to tell a significant part of the life story of the author. It takes us from his youthful days in the majestic hills of North-west Manchester, Jamaica, through the frigid plains of Northern Canada, the shallow waters of the Bahamas then back to the land of his birth. The recount of his journeys includes fleeting looks at certain developments in Jamaica's social and political history. The reader gets a glimpse at the primary educational system available to the peasant child in the hills, plains and valleys of Jamaica in the late 1930's and 1940's, the inaccessibility of high school education for that child, and then the gradual opening up with the coming of the Common Entrance Examination later on. In fact there is quite an exciting period coming with a new awakening on the education scene. His experiences in Western Canada and later in the Bahamas during a second migration stint are recounted. His adventurous working career ends in his native land.

More than just coincidence connects a Tate & Lyle lawsuit and artificial sweetener to Jamaican-born Chemist Bert Fraser-Reid. From his first experience of Chemistry through his diabetic father, to his determination and drive as a Chemistry student in Canada, Fraser-Reid weaves a remarkable tale integrating science, law and autobiographical anecdotes. This book arises from the lawsuit brought by Tate & Lyle against companies accused of infringing its patents for sucralose, the sweet ingredient in the artificial sweetener SPLENDA which is made by chlorinating sugar. From a 1958 undergraduate intern witnessing the pioneering experiments on sugar chlorination, to being the 1991 recipient of the world's premiere prize for carbohydrate chemistry, Fraser-Reid was groomed for his role as expert witness in the mentioned lawsuit. Nevertheless, it seems more than his career links Fraser-Reid to the case.

The first full-length history of the University of Cambridge Local Examinations Syndicate.

Sierra Leone is historically unique. A small part of the territory which was mainly Freetown (which was to become the capital of the whole country) and surrounding areas was acquired by the British in the late eighteenth century and used to resettle emancipated slaves and their descendants from America and Britain. That part which was formerly known as the Colony became home to a heterogeneous people (the Creoles) who would later play a significant role in the development of the country out of which intellectual light would radiate across the region. However, six years after gaining independence in April 1961, Sierra Leone would become embroiled in serious political turmoil exacerbated by a series of military coups and followed by eleven years of an atrocious civil war. In Reflections on Sierra Leone by a Former Senior Police Officer, author and retired officer Ezekiel Coker offers an introspective look into both the history and personal experiences of life in a declining, once prosperous West African country. Part memoir and part history, Coker provides

insight into his own encounters with the military, imprisonment, and his new life, and he details a comprehensive living history of Sierra Leone's social and political landscape following its independence with a comparison of life in the country when it was under British colonial rule. Once a shining star in the region, the ravages of civil war and political upheaval have culminated in a quagmire in which the country now wallows. It is the hope that a better understanding of an often undocumented, unheard history will provide a roadmap for restoring Sierra Leone to its former prosperity as a beacon of West Africa.

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings." Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director,

UNESCO International Institute for Educational Planning "I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations.†? Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

This volume provides an international perspective on educational dependency in considering both theories and actual developments throughout the world. Some less developed countries, in expanding their education systems, have emulated Western academic-style systems and have increased their dependence on Western models in various respects including examination validation. Others have deliberately avoided this path and have experimented with systems more 'relevant' to development, often in a radical way. At a theoretical level, Marxist and neo-Marxist development theorists argue that education systems dependent on the West are evidence of economic dependency and confirmation of Marxist development theories; while others argue that the evidence suggests an interdependent world and that dependency theories do not apply in education.

Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000. McLelland offers the first history of the social context of foreign language education in Britain, as well as an overview of changing approaches, methods and techniques in language teaching and learning. The important impact of classroom-external factors on developments in language teaching and learning is also taken into account, particularly regarding the policies and public examination requirements of the 20th century. Beginning with a chronological overview of language teaching and learning in Britain, McLelland explores which languages were learned when, why and by whom, before examining the social history of language teaching and learning in greater detail, addressing topics including the status that language learning and teaching have held in society. McLelland also provides a history of how languages have been taught, contrasting historical developments with current orthodoxies of language teaching. Experiences outside school are discussed with reference to examples from adult education, teach-yourself courses and military language learning. Providing an accessible, authoritative history of language education in Britain, Teaching and Learning Foreign Languages will appeal to academics and postgraduate students engaged in the history of education and language learning across the world. The book will also be of interest to teacher educators, trainee and practising teachers, policymakers and curriculum developers.

"Guyanese Achievers, USA and Canada" is the result of collaboration between Vidur Dindayal and the Guyanese diaspora, who shared with him its recommendations on whom to identify as examples of achievement. This volume chronicles Guyanese people who reflect their nation's rich multi-ethnic heritage. These people demonstrate that Guyanese have been successful in North America for a long time. For example, Sir James Douglas became the governor of the colony of Vancouver Island and later the colony of British Columbia in the 1850s. Today, he is considered the "father of British Columbia." For Guyanese, he is Guyana's "first gift to Canada." A statue of Sir James Douglas was unveiled in 2008 at his birthplace in Belmont, Mahaica. At the end of the first decade of the twenty-first century, the list of Guyanese who have been gifts to the United States and Canada is impressive. "Guyanese Achievers, USA and Canada" celebrates the academics, actors, doctors, educators, entrepreneurs, and others who, by demonstrating inventiveness and persistence, have been recognized as exemplars of Guyanese achievement in North America.

‘What I have sought to do in my work is to give voiceless people a voice, place and purpose, the sense of dignity and inner strength that comes from never giving up no matter how difficult the circumstances. History belongs as much to the vanquished as to the victors.’ — Brij V. Lal ‘Professor Brij Lal is the finest historian of the Indian indentured experience and the Indian diaspora. His *Girmitiyas* is a classic.’ — Emeritus Professor Clem Seecharan, London Metropolitan University ‘Brij Lal is a highly respected, versatile and imaginative scholar who has made a lasting contribution to the historiography of the Pacific.’ — Dr Rod Alley, Victoria University of Wellington ‘Professor Brij Lal’s life is a remarkable journey of a scholar and an intellectual whose writings are truly transformative; a man of moral clarity and courage who also has deep pain at being cut off from his homeland.’ — Professor Michael Wesley, Dean of the College of Asia and the Pacific, The Australian National University ‘Brij Lal is a singular scholar, whose work has spanned disciplines – from history, political commentary, encyclopedia, biography and “faction”. Brij is without doubt the most eminent scholar in the humanities and social sciences Fiji has ever produced. He also remains one of the most significant public intellectuals of his country, despite having been banned from entering it in 2009.’ — Emeritus Professor Clive Moore, University of Queensland ‘Brij Lal is an accomplished and versatile historian and true son of Fiji. Above all, there is affirmation here of the enduring worth of good literature and the value of good education that Lal received and wants others to experience. The world needs more Lals who speak out against ruling opinions and dare to stray into the pastures of independent thought.’ — Professor Doug Munro, historian and biographer, Wellington, and Adjunct Professor at the University of Queensland

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. Sample Chapter(s). Chapter 1: Trace the development of examinations in Singapore during the British colonial period up to 1941. (3,043 KB). Examinations in Singapore book Launch (124 KB). Contents: Examinations in Singapore (1891-1945): Trace the Development of Examinations in Singapore During the British Colonial Period Up to 1945; Assess the Impact of the Japanese Occupation on Examinations in Singapore; What was the Significance of the School Certificate Examination Held in the Sime Road Camp During the Japanese Occupation?; The Post-War Years (1946-1970s): Assess the Development of Education and Examinations From the End of the Japanese Occupation to the Attainment of Self-Government in Singapore; Why and How Effective Were the Measures Undertaken by the

Singapore Government to Establish Central Control Over Education and Examinations in Singapore in the 1960sOCO1970s?; The 1961 Examination Boycott Illustrates the Challenges in Forging a National System of Examinations. Do You Agree?; Charting Our Own Destiny (1980sOCO2007): How Effective had the Goh Keng Swee's Reforms in Education and Examination Been in Improving Singapore's Education System?; Examine the Key Policy Changes in Singapore's Education and Examinations in Response to the Challenges of a Rapidly Changing and Globalising world; OCOChange is More Important than Continuity in Education and ExaminationsOCO Discuss. Readership: Academics and professionals in education and assessment; general readership."

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