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***Principles Of Accounts
Topical Guide (Latest
Syllabus) For GCE O Level
(Singapore) For Secondary***

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***3 to 5 including N(A)Art
Of Maths LLP***

***Climate change is a
controversial topic; some
people assert that climate
change is not occurring,
and others believe that***

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***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***

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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***

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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

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***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***

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***for Public Education
Climate Change
Education is an extremely
useful resource for
anyone involved in
educating students on
climate change and also***

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***for those interested in
climate change itself.
A General History of the
Chinese in Singapore
documents over 700 years
of Chinese history in
Singapore, from Chinese***

***presence in the region
through the millennium-
old Hokkien trading
world to the waves of
mass migration that came
after the establishment of
a British settlement, and***

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***through to the
development and birth of
the nation. Across 38
chapters and parts,
readers are taken
through the complex
historical mosaic of***

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***Overseas Chinese social,
economic and political
activity in Singapore and
the region, such as the
development of maritime
junk trade, plantation
industries, and coolie***

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***labour, the role of
different bangs, clan
associations and secret
societies as well as
Chinese leaders, the
diverging political
allegiances including Sun***

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***Yat-sen's revolutionary
activities and the
National Salvation
Movement leading up to
the Second World War,
the transplanting of
traditional Chinese***

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***religions, the changing
identity of the Overseas
Chinese, and the
developments in language
and education policies,
publishing, arts, and
more. With 'Pride in our***

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***Past, Legacy for our
Future' as its key
objective, this volume
aims to preserve the
Singapore Chinese story,
history and heritage for
future generations, as***

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***well as keep our cultures
and traditions alive.***

***Therefore, the book aims
to serve as a
comprehensive guide for
Singaporeans, new
immigrants and***

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***foreigners to have an
epitome of the Singapore
society. This publication
is supported by the
National Heritage Board's
Heritage Project Grant.
Social Resilience in***

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***Singapore
Changing Schools in an
Era of Globalization***

***Learning from Singapore
Fieldwork in Humanities
Education in Singapore***

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***Quick Revision Singapore-
Cambridge GCE 'O' Level
Mathematics Matters
Secondary 3 Express
Textbook***

This report from the Education
Committee looks at the administration

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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

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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

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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

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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,

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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.

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There has been much international effort to improve or transform Vocational and Technical Education (VTE). However, the outcomes often remain elusive. VTE continues to be largely shunned by society as a sector of education for low-achievers and

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academic failures. A Breakthrough in VTE: The Singapore Story shares the Singapore experience that was made possible through strategic planning, organisational excellence, innovation and ingenuity. It is a compelling story of how the Institute of Technical

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Education (ITE) began to transform lives and change its image over a period of fifteen years (1992–2007). This book, based on a first-hand CEO account, vividly captures the sort of leadership, policy choices, fundamental principles and capabilities in the

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journey of transformation. The details of the "what, when, how and why" are a valuable guide for leaders and practitioners in building quality and sustainable VTE systems which are responsive to social and economic needs. Contents: The Early

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Beginnings: Historical
Perspectives Dynamics and
Challenges Aligning Education with
Economic Development Vocational
Training under the former
VITB Journey of Transformation: Move
Towards Organisational Excellence The

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Three Waves of
Transformation Strategic Planning
Makes a Difference Changing the
Image ITE: A World-Class Educational
Institution Implications for Developing
Countries: Some Lessons on Building
Quality and Sustainability Concluding

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Reflections Readership: Leaders in governments, Ministries and related agencies overseeing vocational and technical education and training, skills development and manpower training; Professors, teaching staff and students in teacher education and training

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universities and colleges; Principals, heads of departments and senior staff in Vocational and Technical Education institutions and schools; General readers who have an interest in the transformation of organisations, including leadership, strategic

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planning, and organisational excellence. Key Features: A compelling story based on a first-hand CEO account on how an educational institution was transformed into a global leader in vocational and technical education. An acute analysis

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with an international perspective in understanding the dynamics and challenges in vocational and technical education. A valuable source of fundamental principles, lessons and success factors underlying the "what, when, how and why" of

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transformationA useful guide towards building quality and sustainable vocational and technical education systems with implications for developing countriesKeywords:Breakthrough;Education;Vocational;Technical;Singapore;ITE;Transformation;Organis

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ational Excellence;Image
change;Manpower

DevelopmentReviews: "Recognising
that no one vocational training model
can be transported wholesale from one
country to another, this book provides a
great service by highlighting the

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important issues that any successful system has to address. With this insightful book, Dr Law has now made it much easier for other countries to learn from and adapt Singapore's experience. This is invaluable to everyone keen on promoting economic

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transformation, particularly in Africa." Dr Yaw Ansu Chief Economist, African Center for Economic Transformation (ACET) and Former Director for Human Development, the Africa Region, the World Bank "Dr Law's acute analysis of the Singapore

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long-term education policy towards technical education goes far beyond theoretical considerations. It opens credible and practical ways all policy-makers in charge of education and of economic affairs would be well inspired to reflect upon if not to adopt.

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A great achievement indeed!" Dr Jean-Etienne Berset Director General University of Applied Sciences, Western Switzerland "This book is indeed a 'must' for all policy-makers and experts who wish to develop their country into a modern, competitive

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nation. Many countries are inspired by the German model of 'dual training' in apprenticeship. The Singapore story shows that an individually adapted institution-based training model can be just as successful. It is an alternative pathway to success — not only for a

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nation but also for the individual."

Hartmut Mattes Minister Advisor,
Ministry of Education, Youth and
Sports Baden-Württemberg, Germany

A remarkable story of how Singapore's
technical and vocational institutes once
shunned by school leavers became an

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international award-winning system offering a pathway to skilled jobs for nearly a quarter of the country's school cohort. The 'what, when, how and why' account of what was done to achieve this result during Dr Law's tenure as the Chief Executive Officer of the

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Institute of Technical Education (ITE) is both exhilarating and encouraging. I highly recommend the book to all who wish to distil lessons from Singapore's experience in technical and vocational education and training." Tan Jee Peng
Former Advisor Education

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Department, Human Development
Network, World Bank

Principles of Accounts Topical Guide
is written in accordance to the latest
syllabus issued by the Ministry Of
Education of Singapore (MOE) for
students pursuing the GCE O Level

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(Singapore) certificate for 2021 examination. This EBook aims to complement a student's study progress where: # related topics are carefully bind together for easy understanding # illustrative examples are included to refresh memories # common errors are

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highlighted # topics that students struggles with are simplified and summarized to enhance learning
Through the author's years of interaction and coaching of O level students, this ebook is written to optimise a student's learning journey.

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The Power of ICT Policies
Principles Of Accounts Topical Guide
For Cambridge GCE O Level
(Singapore)
Investigating The Pedagogy Of
Mathematics: How Do Teachers
Develop Their Knowledge?

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Model Answers to Past Examination
Questions. History of Malaya and
Singapore
Essays and Letters
Innovation and Reform in the 21st
century
For Secondary 3 to 5 including N(A)

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In Asia, we are witnessing an era where the pendulum of power seems to be swaying towards the East with the rising strength of China and India and Singapore is at the 'crossroads' between these populous nations.

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Although Singapore may appear to be the most westernized country in Asia, she is nevertheless a multi-cultural Asian society. Having the most open economy in the world, Singapore is plugged into the global

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marketplace of education and learning. The development of human capital is used as a strategic economic driver to internationalize and transform education for sustainable competitive advantage. Singapore's

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education system, regarded as one of the consistently best performing in the world, offers a unique opportunity to explore issues where eastern and western culture, values, beliefs, learning and

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knowledge systems converge, clash, and at times diverge. This book is meant to extend our knowledge on the role of 'learning', often overlooked and taken for granted as the air that we breathe but which constantly transforms

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our lives and reshapes societies. It is the first book that deals with the dichotomy of 'east' and 'west' going beyond the traditional learning and education framework to other areas such as economic,

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socio-cultural, political, and technological dimensions that impact Singapore. It puts together key topical issues and explores the underbelly of how a small 'resourceless' independent city-state like Singapore

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stays ahead of the learning curve, even while facing increasingly intense global competition where the discovery and emergence of new systems for empowerment and independence and the resulting creation of new

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knowledge and modes of communication are challenging traditional boundaries between the virtual and real world. Contents:ForewordIntroductionA Learning State?Cultural Neuroscience in LearningThe

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*Business of
LearningSwitching between
CulturesWireless Learning: A
New Frontier?The East-West
Learning MatrixTheories and
Discourses Readership:
Universities, business
schools and public and*

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*private institutions
conducting executive
programs, libraries, private
and public sector
organisations, individuals,
consultants, researchers,
HRD/HRM directors/managers,
teachers, policy-makers,*

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etc. Keywords: Learning; Culture; Education; Marketplace; East; West; Singapore Review:

“This is a thoughtful book about the Singapore success story and its future.” Tommy Koh Professor and Rector Tembusu College National

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University of Singapore

“There is an urgent need for understanding and collaboration between people of diverse backgrounds. Dr Kumar draws on scholarship from multiple disciplines and his extensive experience

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in Singapore to report on approaches to learning that respect diversity while achieving academic success. This is an important book that should be read widely.”
Carsten Kowalczyk Associate Professor of International

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*Economics The Fletcher
School Tufts University*

*“Prem provides a good
overview of the evolution,
issues and trends in
Singapore education. He
nudges us to ponder whether
education should be left to*

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market forces and whether we should make changes to better prepare us for the future.” Tsui Kai Chong Provost and Professor SIM University Key Features: New and original edition on educational and learning

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that puts together topical issues as seen from both the East and West perspectives in the context of SingaporeServes as a reference in understanding the why, what and how educational policies and

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practice converge

This volume provides a multi-faceted and critical analysis of the Singapore curriculum in relation to globalization. First, it details reform initiatives established by the Singapore

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government to meet the challenges posed by globalization. Next, Globalization and the Singapore Curriculum presents how these reforms have been translated into programs, school subjects

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and operational frameworks and then examines, in turn, how well these have been implemented in schools and classrooms across the country. Through this examination, the book reveals how the initiatives,

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together with their curricular translation and classroom enactment, reflect on the one hand global features and tendencies and, on the other, distinct national traditions, concerns and practices. It

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brings to light a set of issues, problems and challenges that not only concern policymakers, educators and reformers in Singapore but also those in other countries as well. Written by curriculum

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scholars, policy analysts, researchers and teacher educators, Globalization and the Singapore Curriculum offers an up-to-date reference for postgraduate students, scholars and researchers in the areas of

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curriculum and instruction, comparative education, educational sociology, educational policy and leadership in Singapore, the Asia Pacific region and beyond. It also offers a vital contribution to the

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story of modern education around the globe: providing international students, scholars and researchers valuable insights into curriculum and curriculum reform for the 21st century. Learning from Singapore

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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

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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

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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

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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

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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

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*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,*

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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

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*system to bring hope to and
secure a future for the next
generation.*

The selected works of S.

Gopinathan

*The Far East and Australasia
2003*

PISA 2012 Results: Creative

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*Problem Solving (Volume V)
Students' Skills in Tackling
Real-Life Problems
Change and Continuity
(1891-2007)
Globalization and the
Singapore Curriculum
Yearbook of Statistics:*

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Singapore

Mathematics (D)

Principles of Accounts

Topical Guide is written
in accordance to the
latest syllabus issued
by the Ministry Of

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Education of Singapore (MOE) for students pursuing the GCE O Level (Singapore) certificate. This EBook aims to complement a student's study progress where: #

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related topics are
carefully bind together
for easy understanding #
illustrative examples
are included to refresh
memories # common errors
are highlighted # topics

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that students struggles with are simplified and summarized to enhance learning Through the author's years of interaction and coaching of O level students,

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this ebook is written to optimise a student's learning journey.

In the World Library of Educationalists series, international experts themselves compile

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practical contributions
- so the world can read
them in a single
manageable volume. In a
career spanning four
decades, S. Gopinathan
is considered by many to

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be a pillar of teacher education in Singapore. He has played a key role in the establishment and transformation of Singapore's education system, pioneering many

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programmes and advising on policy both nationally and internationally. In the process, he has contributed over 25 books (authored, co-

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authored and edited) and 115 articles and book chapters to the field, and continues to inspire and empower younger colleagues in the region to challenge the cause

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for excellence in education and education reform. In *Education and the Nation State*, S. Gopinathan brings together 14 of his key writings in one volume.

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Starting with a specially written introduction, which gives an overview of Gopinathan's career and contextualises his selection, the essays

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are then arranged thematically, providing an overview not just of his own career, but also reflecting the development and key concerns of education in

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the nation state that is
Singapore.

World History Teaching
in Asia is the first
broad survey of the
content and approaches
used to teach world

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history in secondary schools and colleges in Asia. The collection has been crafted by scholars and educators whose goal was to shed light on the importance of history

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education and to foster understanding of and between Asian countries. These essays show how the teaching of world history in Asian countries has developed

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since World War II, with many interesting parallels, including the issue of Eurocentrism, but also distinctive national trends, and considerable changes

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over time. At a time when many Asian countries are making great strides in education, this study of history education in Asia will be of real

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interest to educators,
history scholars, and
policy-makers worldwide.

G.C.E. 'O' Level

Know Your 'O' Level

Chemistry - A Study
Guide

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The Singapore Story
Physics Model Answers
Examinations in
Singapore
Students' Skills in
Tackling Real-Life
Problems

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Singapore's New
Education System

As the educational system continues to evolve, it is essential that educators of today devise innovative and strategic approaches to program

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**development and assessment.
The Handbook of Research on
Program Development and
Assessment Methodologies in
K-20 Education is an essential
reference source for the latest
terminology and concepts**

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related to program development. Featuring extensive coverage on a broad range of topics such as cognitive diagnostic assessments, self-directed learning, and digital education, this publication is ideally

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**designed for educators,
students, program designers,
and librarians seeking current
research on inventive strategies
and practices to enhance
education in the 21st century.
C.M. (Mary) Turnbull's**

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contributions to historical writing on Singapore extended from her 1962 thesis, published in 1972 as "The Straits Settlements, 1826-1867: Indian Presidency to Crown Colony", to her magisterial history of

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Singapore, first published in 1977 and re-issued in 2009 in an updated edition as A History of Singapore, 1819-2005. Her approach to history involved detailed work with documents and published materials, with a

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particular focus on political and economic history. One contributor to the present volume described the book as an "exercise in endowing a modern 'nation-state' with a coherent past that should

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explain the present." As styles in history evolved, younger scholars including some of her former students and colleagues began exploring new approaches to historical research that drew on non-

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English-language source material and asked fresh questions of the sources. Mary enjoyed controversy and expected debate, and had a deep interest in these accounts, which were in many ways a natural

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progression from her own publications even when they raised questions about her interpretations and conclusions. Studying Singapore's Past had its origins in a conference organised to discuss her work.

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The volume includes ten contributions, some from long-established scholars of Singapore's history, others from a new generation of researchers. Their work offers an evaluation of established understandings of

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Singapore's history, and gives an indication of new directions that researchers are exploring. In publishing the book, the editor not only pays tribute to a distinguished historian but also seeks to make a contribution to

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**the historiography of Singapore
and to ongoing debates about
Singapore's past.**

**This book responds to the
growing interest in the
scholarship of mathematics
teaching; over the last 20 years**

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the importance of teachers' knowledge for effective teaching has been internationally recognised. For many mathematics teachers, the critical link between practice and knowledge is implied rather than

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explicitly understood or expressed. This means it can be difficult to assess and thus develop teachers' professional knowledge. The present book is based on two studies investigating exactly how

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teachers developed their pedagogical knowledge in mathematics from different sources. It describes: The findings in this book have significant implications for teachers, teacher educators,

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**school administrators and
educational researchers, as well
as policy-makers and school
practitioners worldwide.**

**The Power of Paradoxes
A Breakthrough in Vocational
and Technical Education**

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**The administration of
examinations for 15-19 year olds
in England**

**Climate Change Education
Studying Singapore's Past
Mathematics Instructional
Practices in Singapore**

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Secondary Schools Chronicle of Singapore, 1959-2009

A unique survey of each country in the region. It includes an extensive collection of facts, statistics, analysis and directory information in one accessible

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volume.

Rethinking, Redesigning, and Restructuring of higher education is the need of the hour. This book intends to enlighten its readers about the 21st-century education models for 21st-century learners. Such models would include skill-

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oriented and technology-based teaching and learning. This book suggests various routes for student entrepreneurs to access resources throughout their college life to ultimately achieve their goals. It also talks about the effectiveness of e-learning tools

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in education, emerging teaching techniques, and methodologies by understanding the education models of different countries and benchmarking the best practices. The book also highlights the importance and advantage of open-source learning, mobile

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learning, and the role of creativity and its relevance with technology. This book examines the relationship between population policies and individual reproductive decisions in low-fertility contexts. Using the case study of Singapore, it

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demonstrates that the effectiveness of population policy is a function of competing notions of citizenship, and the gap between seemingly neutral policy incentives and the perceived and experienced disparate effects. Drawing on a substantial number

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of personal interviews and focus groups, the book analyzes the developmental welfare state's overarching emphasis of citizen responsibility, and examines population policies that reinforce social inequalities and ignore cultural diversity. These factors

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combine to undermine elaborate state policy efforts in encouraging citizens' biological reproduction. The book goes on to argue that in order to facilitate positive fertility decisions, the state needs to modify the "economic production at all cost" approach and pay

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much more attention to the importance of social rights. This suggests that the Singapore government might profitably approach the phenomenon of very low fertility with major initiatives similar to those of other advanced industrialized societies.

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This book offers a significant contribution to the literature on social policy, East Asian and Southeast Asian studies.

first report of session 2012-13,
Vol. 1: Report, together with
formal minutes

East Meets West in Singapore

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Principles Of Accounts Topical Guide (Latest Syllabus) For GCE O Level (Singapore)

Education Reform for National Development

World History Teaching in Asia A Comparative Survey

Population Policy and

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Reproduction in Singapore

This book presents innovations in teaching and learning science, novel approaches to science curriculum, cultural and contextual factors in promoting science education and improving the standard and

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achievement of students in East Asian countries. The authors in this book discuss education reform and science curriculum changes and promotion of science and STEM education, parental roles and involvement in children's education,

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teacher preparation and professional development and research in science education in the context of international benchmarking tests to measure the knowledge of mathematics and science such as the Trends in Mathematics and

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Science Study (TIMSS) and achievement in science, mathematics and reading like Programme for International Student Assessment (PISA). Among the high achieving countries, the performance of the students in East

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Asian countries such as Singapore, Taiwan, Korea, Japan, Hong Kong and China (Shanghai) are notable. This book investigates the reasons why students from East Asian countries consistently claim the top places in each and every cycle of

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those study. It brings together prominent science educators and researchers from East Asia to share their experience and findings, reflection and vision on emerging trends, pedagogical innovations and research-informed practices in

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science education in the region. It provides insights into effective educational strategies and development of science education to international readers.

The first book to explore the development of Singapore's much-

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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:

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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

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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,

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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

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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

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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

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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,

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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

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Singapore.

Transnational skilled migrants are often thought of as privileged migrants with flexible citizenship.

This book challenges this assumption by examining the diverse migration trajectories,

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experiences and dilemmas faced by tertiary-educated mobile Malaysian migrants through a postcolonial lens. It argues that mobile Malaysians' culture of migration can be understood as an outcome and consequence of British colonial

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legacies – of race, education, and citizenship – inherited and exacerbated by the post-colonial Malaysian state. Drawing from archival research and interviews with respondents in Singapore, United Kingdom, and Malaysia, this

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book examines how mobile Malaysians make sense of their migration lives, and contextualizes their stories to the broader socio-political structures in colonial Malaya and post-colonial Malaysia. Showing how legacies of colonialism initiate,

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facilitate, and propagate migration in a multi-ethnic, post-colonial migrant-sending country beyond the end of colonial rule, this text is a key read for scholars of migration, citizenship, ethnicity, nationalism and postcolonialism.

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Making Future Citizens
Singapore-Cambridge, G.C.E. "O"
Level/S.P.M. and Similar
Examinations
Human and Social Biology
New Age Education Models
Race, Education, and Citizenship

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Model Answers : Singapore-Cambridge G.C.E. (O Level) June & November Examination Papers
General science

Visions of the past are crucial to the way that any community imagines itself and constructs its

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identity. This edited volume contains the first significant studies of the politics of history education in East Asian societies.

Much has been written about globalization and the challenge of preparing young people for the new world of work and life in times of

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complexity and continuous change. However, few works have examined how globalization has and will continue to shape education in the East. This volume discusses education within the context of globalization and examines what is occurring in schools and systems

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of education in the People's Republic of China, Hong Kong, Chinese Taipei, Singapore, and Australia. Closer examination of recent developments and current trends reveal the same turbulence and a range of common issues in areas such as assessment,

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curriculum, leadership, management of change, pedagogy, policy, professional capacity and technology. This volume demonstrates the commonalities and differences and offers tremendous insight into the way things are done in places where

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student achievement is high but there is also a sense of urgency in continuing an agenda of change. This book offers a detailed look into the how and what of mathematics instruction in Singapore. It presents multiple aspects of mathematics instruction in schools, ranging from

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the unique instructional core, practices that promote mastery, development of conceptual knowledge through learning experiences, nurturing of positive attitudes, self-regulation of learning and development and use of instructional materials for making

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connections across mathematical ideas, developing mathematical reasoning, and developing fluency in applying mathematical knowledge in problem solving. The book presents a methodology that is successful in documenting classroom instruction in a

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comprehensive manner. The research findings illuminate instruction methods that are culturally situated, robust and proven to impact student learning. It demonstrates how a unique data source can be analysed through multiple lenses and provides

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readers with a rich portrait of how the school mathematics instruction is enacted in Singapore secondary schools.

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Singapore.

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

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constructive and reflective citizens. This book addresses the topic of humanities education fieldwork using the Singapore context as its primary focus. It explores how the thought processes behind and techniques of various humanities and social sciences

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subjects can be applied to fieldwork in a variety of school and training settings. In addition, it discusses how humanities students and educators could stand to benefit from utilizing fieldwork techniques and skills used in archaeology and anthropology,

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beyond undergraduates majoring in that discipline. Finally, the adoption of multidisciplinary approaches in fieldwork incorporating history, geography, literature and social studies demonstrate how these subjects can collaborate together in

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actual case studies to facilitate
participants ' learning in the field.
Mobile Malaysians, British Colonial
Legacies, and a Culture of Migration
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