

# Various O level syllabuses



# O Level Syllabi 2015

**G Orfield**



## O Level Syllabi 2015:

**Educational content up close** UNESCO,2019-12-20      *STEM Education in Poverty* Brantina Chirinda,Gladys Sunzuma,Perkins Muredzi,2025-07-15 This book is about Science Technology Engineering and Mathematics STEM education in poverty and the lessons we learn from Zimbabwe The world is driving towards the fourth Industrial Revolution 4IR where economic growth has been attributed to STEM education STEM education is vital in this era where both developed and developing countries are undergo rapid changes Globally STEM education has been practised differently in schools and universities University programs new school curricula instructional methods extracurricular programs and professional development programs for in service teachers have been created to cater to STEM subjects STEM education is envisioned to produce critical thinkers inventors creators problem solvers innovators and professionals who will solve the world s ever changing challenges including inequity food insecurity climate change inequality and poverty STEM is essential to modern education Zimbabwe has faced significant economic challenges but has made remarkable strides in STEM education By examining the successes and challenges of STEM education in Zimbabwe we can learn valuable lessons about improving STEM education in underserved communities This book contributes to the international debate surrounding the optimal STEM education for students in underserved schools It incorporates detailed accounts of STEM education in Zimbabwe schools shedding light on the challenges students and educators face in impoverished areas In Zimbabwe STEM education faces significant challenges such as materials and facilities pedagogy policy reform access and relevance Some of the main issues highlighted in this book are the need for more resources including funding teaching materials and adequate laboratories Effective STEM pedagogy is hampered by an education system that emphasises the curriculum and teacher centred focus instead of focusing on how students can be taught or learn Research has shown that in Zimbabwe STEM teachers must apply inventive pedagogies and suitable learner centred STEM teaching approaches As a result there is a need for more STEM related programs and courses in schools and universities to improve the opportunities for students to pursue careers in these fields Another challenge is the need for more awareness about the opportunities and importance of STEM education and interest in STEM subjects among students which can be attributed to a lack of exposure and understanding of the relevance and importance of these fields in today s world While lack of resources and other challenges hinder effectiveness opportunity lies in promising pathways of policy and practice In Zimbabwe there is a varying degree of success in the implemented competence based curriculum which emphasises inquiry based learning and STEM education Finally there is a need for early exposure to STEM based career opportunities and for more collaboration between the government private sector and educational institutions to address these challenges and promote STEM education in Zimbabwe This book uses Zimbabwe as an example to explore STEM education in poverty By examining the successes and challenges of STEM education in Zimbabwe this book offers valuable insights into how STEM education can be integrated into the curriculum in

countries with developing and emerging economies This book is an essential resource for anyone interested in improving STEM education in underserved communities

**Civics and Citizenship Education in Australia** Andrew Peterson, Libby Tudball, 2016-11-17 Civics and Citizenship Education in Australia provides a comprehensive analysis of teaching and learning in this field in Australian schools drawing on case study material to demonstrate the current practice in the field Reflecting on the issues and possibilities raised by the inclusion of civics and citizenship education in the new national Australian curriculum leading national and international scholars analyse the subject's theoretical curricular and pedagogical bases and approaches Placing civics and citizenship education within historical and contemporary contexts the book critically explores a range of issues concerning the development organisation and teaching of the subject These include how the subject might include indigenous global and Asian perspectives and how it may help students to engage with issues around sustainability active citizenship diversity religion and values The final chapters written by scholars from England the USA Canada Hong Kong and Singapore adopt a comparative approach situating Australian civics and citizenship education in the wider international context

*PISA 2012 Results: Creative Problem Solving (Volume V) Students' Skills in Tackling Real-Life Problems* OECD, 2014-04-01 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

**Teaching African History in Schools**, 2020-11-04 Emerging from the pioneering work of the African Association for History Education AHE Afrika Teaching African History in Schools offers an original Africa centred contribution to international history education research Edited by AHE Afrika's founders and directors the volume thus addresses a notable gap in this field by showcasing otherwise marginalised scholarship from and about Africa Teaching African History in Schools constitutes a unique collection of nine empirical studies interrogating curriculum and textbook contents and teachers and learners voices and experiences as they relate to teaching and learning African history across the continent and beyond Case studies include South Africa Kenya Rwanda Zimbabwe Malawi Cameroon and Tanzania as well as the UK and Canada Contributors are Denise Bantrot Carol Bertram Jean Leonard Buhigiro Annie Fatsereni Chiponda Raymond Nkwenti Fru Marshall Tamuka Maposa Abdul Mohamud Sabrina Moisan Reville Nussey Nancy Rushohora Johan Wassermann and Robin Whitburn

*ICEL 2017 - Proceedings of the 12th International Conference on e-Learning* Laurie O. Campbell, Richard Hartshorn, 2017

**50 Years Of Science In Singapore** Bernard Tiong Gie Tan, Hock Lim, Kok Khoo Phua, 2016-12-12 As part of the commemorative book series on Singapore's 50 years of nation building this important compendium traces the history and development of the various sectors of Singapore science in the last 50 years or so The book covers the government agencies responsible for science funding and research policy the academic institutions and departments who have been in the forefront of the development of the nation's scientific manpower and research the research centres and institutes which have been breaking new ground in both basic and applied science research science

museums and education and the academic and professional institutions which the scientific community has set up to enable Singapore scientists to serve the nation more effectively Each article is chronicled by eminent authors who have played important roles and made significant contributions in shaping today's achievement of science in Singapore Professionals academics students and the general public will find this volume a useful reference material and an inspirational easy read

*Meaning-Focused Materials for Language Learning* Marina Bouckaert, Monique Konings, Marjon van Winkelhof, 2019-01-10 This publication is a result of the joint conference held by MATSDA and Fontys University of Applied Sciences the Netherlands in Tilburg in June 2017 MATSDA is an international materials development association founded in 1993 which serves to bring together researchers teachers materials developers and publishers in an effort to improve the effectiveness of language learning materials The 2017 conference centred on issues related to the development of meaning focused materials for language learning and attracted presenters from twenty five countries stretching from Greenland to Brazil These issues are reflected in the chapters in this volume with each one focusing on a different aspect of meaning focused materials and many of them introducing the reader to previously unexplored facets of the theory of meaning focused instruction and its application to materials development The contributions here are of essential value to post graduate students to teachers to materials developers and to researchers They are written to be academically rigorous but at the same time accessible to newcomers to the field and to experienced experts alike

**Learning Geography Beyond the Traditional Classroom** Chew-Hung Chang, Bing Sheng Wu, Tricia Seow, Kim Irvine, 2018-05-08 This book provides a collection of critical pieces that support the idea that good teaching and learning of geography in fieldwork and using technology should consider the dimensions of curriculum design instructional design and resource provision as well as assessment for such learning activities Further it clearly describes the thinking experiences and critical comments concerning two broad areas of learning outside the traditional classroom in the field and with technology

Routledge International Handbook of Schools and Schooling in Asia Kerry J. Kennedy, John Chi-Kin Lee, 2018-05-11 This comprehensive handbook is the ultimate reference work providing authoritative and international overviews of all aspects of schools and schooling in Asia Split into 19 sections it covers curriculum learning and assessment private supplementary tutoring special education gender issues ethnic minority education and LGBTQI students in Asian schools The volume displays the current state of the scholarship for schools and schooling in Asia including emerging controversial and cutting edge contributions using a thematic approach The content offers a broad sweep of the region with a focus on theoretical cultural and political issues as well as identifying educational issues and priorities such as curriculum assessment teacher education school leadership etc all of which impact students and learning in multiple ways The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge providing a multidimensional and rich view of the issues confronting the region's school and education systems Chapters 34 35 36 37 and 38 of this book are

freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Routledge Handbook of Contemporary Pakistan Aparna Pande, 2017-08-23 With a population of 190 million Pakistan is strategically located at the crossroads of the Middle East Central and South Asia and has the second largest Muslim population in the world The Routledge Handbook of Contemporary Pakistan provides an in depth and comprehensive coverage of issues from identity and the creation of Pakistan in 1947 to its external relations as well as its domestic social economic and political issues and challenges The Handbook is divided into the following sections Economy and development External relations and security Foundations and identity Islam and Islamization Military and jihad Politics and institutions Social issues The Handbook explains the reasons why Pakistan is so often at the forefront of our daily news intake with a focus on religious and political factors It asks questions regarding the institutions and political parties which govern Pakistan and provides an insight into the relationships which the country has forged since its creation culminating in a discussion of the state's involvement in conflict Covering a range of topics this Handbook offers a wide range of perspectives on Pakistan Bringing together a group of leading international scholars on Pakistan the Handbook is a cutting edge and interdisciplinary resource for those interested in studying Pakistani politics economics culture and society and South Asian Studies

**CURRICULUM REFORM IN PAKISTAN** Amna

Afreen, 2022-02-25 I have written this book in an effort to explore how the history of Pakistan has resulted in the critical problems weighing down its education system The book examines the questions Why and how has a small elite class come to rule Pakistan And how has their rule worsened the country's problems The focus will be to critically examine the elements of the Pakistani national curriculum and madrasas and their effects on Pakistani society The book represents the fusion of my experiences in Pakistan with extensive literature analysis interviews and textbook analysis This research began when I came to the United States in January 2015 through the SAR program I wanted to know the answers to profoundly unsettling questions How can a society be so intolerant that a scholar educated solely in Pakistan is disregarded and assassinated while many Western educated scholars with traditional insular thoughts are not only appreciated but flourishing I wanted to know why Pakistani elites have so much power and freedom while lower classes are profoundly oppressed Elites who barely pay taxes have been in power for generations while those that pay taxes suffer from sky high inflation The influential religious leaders mostly belong to the elite class while their followers are mostly lower class Ruling families and social classes mostly control appointed positions Do those in power not have a responsibility to speak on issues of social justice rather than limiting themselves in claiming that theirs is the only true form of Islam Why don't they work to end the disparity of quality education between classes in Pakistan Instead many elites run their own lucrative elite Islamic schools More importantly why do the ulama which literally means those who possess knowledge of Islam maintain a tight hierarchical system in the madrasa Islamic seminary community that rarely allows poor intelligent students to attain leadership positions

Why are the ulama silent in the face of ruthless murder of and discrimination against Pakistani minorities Book Review  
Pakistan Educational Reforms is a major study of education in Pakistan and its national and madrasa curriculum that fosters national and religious sectarian divisions intolerance and conflicts Dr Amna Afreen documents the political socio economic and religious causes limited government funding widespread poverty and illiteracy and the poor training and performance of teachers that have produced a failed educational system at urban and rural government and religious schools madrasa and offers a series of potential solutions and reforms John L Esposito University Professor and Founding Director of The Alwaleed Center for Muslim Christian Understanding Georgetown University

### **International Practices to Promote Budget**

**Literacy** Harika Masud, Helene Pfeil, Sanjay Agarwal, Alfredo Gonzalez Briseno, 2017-08-09 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

**The Mathematics Enthusiast** Bharath Sriraman, 2014-12-01 The Mathematics Enthusiast TME is an eclectic internationally circulated peer reviewed journal which focuses on mathematics content mathematics education research innovation interdisciplinary issues and pedagogy The journal exists as an independent entity It is published on a print on demand basis by Information Age Publishing and the electronic version is hosted by the Department of Mathematical Sciences University of Montana The journal is not affiliated to nor subsidized by any professional organizations but supports PMENA Psychology of Mathematics Education North America through special issues on various research topics

*Sustainable Development* Samuel O. Idowu, Henk J. de Vries, Ivana Mijatovic, Donggeun Choi, 2019-09-27 This book

examines education about standardization in the context of sustainable management. It shows the role of standardization education in the global economy and in markets, industries and businesses. The book presents knowledge on standardization for sustainable management, describes measures that can be taken to stimulate it and highlights strategies for teaching and disseminating the concept. Subsequently presenting a number of best practices and case studies, the book seeks to align theory and practice. For researchers, this is the first academic publication that interconnects the concepts of sustainability, standardization and education. For professionals in the area of sustainability, it shows that standardization is an essential instrument for enhancing sustainability for which proper education is needed. For standardization professionals, the book reveals the links to sustainability and it shows not only the importance of education about standardization but also how this can be organized and, finally, for universities, the book shows that standardization deserves to be included in the curriculum and it provides guidance and best practice examples about how this can be done.

*Food and Cooking Skills Education* Anita Tull, 2018-01-29. Food and Cooking Skills Education (FCSE) is a complex mix of policy and practicality, educational theory and pedagogy, classroom and government policy. This book shows how FCSE has been at the centre of a tussle between education and policy for decades. It reviews how FCSE has grappled with various significant issues of concern that threaten to marginalise it and pose problems for educational practicalities as expectations are increased but resources are squeezed. It assesses the debate about the significance and importance of acquiring practical food and cooking skills in a society where the purchase of ready-made food has become commonplace and public knowledge of where our food comes from is noticeably lacking. This has contributed to the escalating incidence of diet-related diseases and the attendant cost to society and threatened environmental sustainability. In turn, governments have reacted by proposals to make practical cooking skills a statutory National Curriculum subject as part of the armoury for tackling such costs. Based on detailed research conducted across England and Wales as well as comparisons with thirty-five other countries or states, the author makes recommendations for policy to manage this challenge facing contemporary society.

*Cambridge IGCSE® Business Studies Coursebook with CD-ROM* Mark Fisher, Medi Houghton, Veenu Jain, 2014-05-29. This revised set of resources for Cambridge IGCSE Business Studies syllabus 0450 and Cambridge O Level Business Studies syllabus 7115 is thoroughly updated for the latest syllabus for first examinations from 2015. Written by experienced teachers, the Coursebook provides comprehensive coverage of the syllabus. Accessible language combined with the clear, visually stimulating layout makes this an ideal resource for the course. Questions and explanation of key terms reinforce knowledge; different kinds of activities build application, analytical and evaluation skills; case studies contextualise the content, making it relevant to the international learner. It provides thorough examination support for both papers with questions at the end of each chapter and an extensive case study at the end of each unit. The CD-ROM contains revision aids, further questions and activities. A Teachers' CD-ROM is also available.

**Pakistan Under Siege** Madiha Afzal, 2018-01-02. Over the last fifteen years, Pakistan has come to be defined



exclusively in terms of its struggle with terror But are ordinary Pakistanis extremists And what explains how Pakistanis think Much of the current work on extremism in Pakistan tends to study extremist trends in the country from a detached position a top down security perspective that renders a one dimensional picture of what is at its heart a complex richly textured country of 200 million people In this book using rigorous analysis of survey data in depth interviews in schools and universities in Pakistan historical narrative reporting and her own intuitive understanding of the country Madiha Afzal gives the full picture of Pakistan s relationship with extremism The author lays out Pakistanis own views on terrorist groups on jihad on religious minorities and non Muslims on America and on their place in the world The views are not radical at first glance but are riddled with conspiracy theories Afzal explains how the two pillars that define the Pakistani state Islam and a paranoia about India have led to a regressive form of Islamization in Pakistan s narratives laws and curricula These in turn have shaped its citizens attitudes Afzal traces this outlook to Pakistan s unique and tortured birth She examines the rhetoric and the strategic actions of three actors in Pakistani politics the military the civilian governments and the Islamist parties and their relationships with militant groups She shows how regressive Pakistani laws instituted in the 1980s worsened citizen attitudes and led to vigilante and mob violence The author also explains that the educational regime has become a vital element in shaping citizens thinking How many years one attends school whether the school is public private or a madrassa and what curricula is followed all affect Pakistanis attitudes about terrorism and the rest of the world In the end Afzal suggests how this beleaguered nation one with seemingly insurmountable problems in governance and education can change course

**Mathematics Education in Africa** Brantina Chirinda,Kakoma Luneta,Alphonse Uworwabayeho,2022-11-28 This book is about mathematics teaching and learning in Africa during the Fourth Industrial Revolution The Fourth Industrial Revolution 4IR has evolved to utilize new technologies in the teaching and learning of Mathematics It is characterized by the fusion of the biological physical and digital worlds and embodies a new era of innovation in mathematics education leading to the rapid emergence of new technologies for mathematics teaching and learning Because 4IR in mathematics education is happening differently in various parts of Africa the authors of the various chapters in this volume have positioned their work in their respective local contexts The chapters address a wide variety of interests concerns and implications regarding 4IR and Mathematics Education in Africa Additionally a number of chapters address teaching mathematics in the context of the COVID 19 pandemic that has gripped the world Other chapters discuss the implications of inequalities in Africa that effect mathematics education during 4IR Chapters also incorporate arguments observations and suggestions to improve and transform the teaching and learning of mathematics in Africa during the 4IR This book highlights a new era of innovation in mathematics education in the context of the Fourth Industrial Revolution leading to the rapid emergence of new technologies in mathematics teaching and learning It is a valuable resource for graduate students people with research interests in the fourth industrial revolution and mathematics educators at any level including all mathematics teachers mathematics

education curriculum designers and policymakers      **Singapore Math and Science Education Innovation** Oon Seng Tan, Ee Ling Low, Eng Guan Tay, Yaw Kai Yan, 2021-08-04 This edited volume explores key areas of interests in Singapore math and science education including issues on teacher education pedagogy curriculum assessment teaching practices applied learning ecology of learning talent grooming culture of science and math vocational education and STEM It presents to policymakers and educators a clear picture of the education scene in Singapore and insights into the role of math and science education in helping the country excel beyond international studies such as PISA the pedagogical and curricula advancements in math and science learning and the research and practices that give Singaporean students the competitive edge in facing the uncertain and challenging landscape of the future

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