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

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marked. Answers written in the margins will not be marked. (c) Referring to Sources 1, 2 and 3 and based on your knowledge, identify and explain two factors which facilitate the emergence of 'accredited vegetables'.

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acceptance by Hong Kong ethnic Chinese of different ethnic groups; the discrepancy in the levels of acceptance of people from developed and developing countries and in different contexts related to intimacy. Data interpretation and generalisation skills were also well-exhibited in the clear explanation of two factors (sense of belonging and identity, language barrier) that might affect the ...

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The questions involving complicated calculations (e.g. Paper 1 Q.2(b)(ii) and Q.9(a)(ii)) are well answered. He/she can effectively communicate ideas using scientific terminology, appropriate diagrams and equations. His/her presentation of ideas in questions that require explanations (e.g. Paper 1 Q.2(b)(i) and Q.3(b)(ii)) demonstrates proficiency in the use of language and in putting forward ...

This volume gathers contributions in the closely linked fields of English language

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assessment and language education. The contributors from China and Hong Kong represent a mixture of established and new scholars. Areas covered in the language education section range across major developments in the redefining of Hong Kong's secondary and tertiary curricula, as well as the huge field of China's vocational education curriculum. Regarding assessment, the contributions reflect major changes in the marking of examinations in Hong Kong, whereby all examinations from 2012 onwards are marked onscreen, to quality control issues in the administration of China's College English Test, which is taken by over 10 million candidates every year.

This book discusses Hong Kong's use of onscreen marking (OSM) in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive, coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high-stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

'This volume addresses a very timely and important topic, and provides both broad and

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in-depth coverage of a number of large-scale English tests in China, including Hong Kong and Taiwan, and about the Chinese learner.' - Lyle F. Bachman, From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing, this book presents a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers: the history of tests and testing systems, issues and challenges, and current research in China both test-designers' and test-users' points of view on test development and test validation within a range of political, economical, social, and financial contexts in China theoretical/conceptual perspectives on the use of the English language assessment at different levels, including societal, university, and schools empirical research related specifically to test development, curricular innovation, and test validation Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world.

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This is a must-read volume for testing and assessment policy makers, curriculum designers, researchers, ESL/EFL materials writers, graduate students, and English language teachers/researchers at all levels.

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(compare and contrast)?????? (factorial explan
ation)??
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The 10th anniversary edition of the iconic book that takes parents into the mysterious world of boys, with new foreword, introduction and tribute to the author. THE TENTH ANNIVERSARY EDITION OF A PARENTING CLASSIC How do you raise boys to men in a world where trouble beckons at every turn? How do you make sure they learn the 'right' lessons, stay out of danger, find a path to follow? How do you ensure they'll be OK? Celia Lashlie has some of the answers. After years working in the prison service, she knows what can happen when boys make the wrong choices. She also knows what it's like to be a parent - she raised a son on her own and feared for his survival. As a crucial part of the Good Man Project, she talked to 180 classes of boys. Her insights into what boys need - and what parents can do to help them - are ground-breaking. In this new edition of her honest, no-nonsense and best-selling book, Celia reveals what goes on inside the world of boys. With clarity and

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insight, she offers parents - especially mothers - practical and reassuring advice on raising their boys to become good, loving, articulate men. "Celia did an enormous amount of work, particularly standing up for at risk young people, and she made an enormous contribution." - New Zealand Prime Minister John Key

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This extensive Handbook addresses a range of contemporary issues related to arts education across the world. It is divided into six sections; Contextualising Arts Education, Globally and Locally; Arts Education, Curriculum, Policy and Schooling; Arts Education Across the Life Span; Arts Education for Social Justice: Indigenous and Community Practice; Health, Wellbeing and Arts Education and Arts-Based and Research-Informed Arts Education. The Handbook explores global debates within education in the areas of dance, drama, music, media and visual arts. Presenting wide-ranging research from pedagogies of adaptation developed in Uganda to ethnomusicology in Malaysia and

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community participatory arts to wellbeing in Canada the Handbook highlights the universal need for arts education and in particular the importance of indigenous (including both traditional and contemporary practice) arts education. With contributions from internationally renowned scholars and practitioners and building on the World Alliance for Arts Education Global Summit in 2014, the Handbook creates an essential resource for arts education practices in and out of school alongside institutional, traditional and contemporary contexts. Students, teachers and practitioners across the arts disciplines will find the text invaluable for developing further opportunities to promote and study arts education.

This lively collection of over 100 classroom activities allows teachers to exploit fully the language learning potential of extensive reading. The activities, contributed by teachers who have used them successfully in classrooms all over the world, introduce extensive reading to students, and link it with the rest of the language curriculum. Here is a wealth of ideas for encouraging students to read, and for using students reading experiences for further language practice and learning. These creative and enjoyable speaking, listening, role play, reading, writing, and vocabulary activities are suitable for students of all ages and

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levels. Each activity is clearly explained, together with a personal note from its author. This is a handbook for teachers of general language courses, or grammar, listening, speaking, writing, or reading courses. It is written for teachers both non-native and native speaking, and for teachers both novice and experienced. It will also be of interest to teacher-educators.

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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,

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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-

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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

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