West African Examination 2014 Mathematice Paper Question

Master's Thesis from the year 2018 in the subject Pedagogy - School Pedagogics, grade: C, Kwame Nkrumah University of Science and Technology (Institute of Distance Learning), course: Educational Innovations and Leadership Science, language: English, abstract: The success of any organization or institution has never been achieved inadvertently. It is realized by putting in place necessary mechanisms among which supervision plays a fundamental role in all the processes. This study was specifically conducted to assess the supervisory practices opted for by supervisors of SHSs in Adansi Education Directorates in the Ashanti Region of Ghana. The study employed mixed method concurrent triangulation design involving both qualitative and quantitative data collection and analysis. Thus questionnaire and interview were the instruments used while Headmasters, teachers, students and External/Circuit supervisors formed the population. The study attested to the fact that effective instructional supervision ,both the external and particularly, the internal types are sine qua-non to the achievement of effective and efficient teaching and learning in secondary schools; which in turn translate into higher students' academic achievement. The findings revealed that during supervision, headmasters in particular and external supervisors assessed teachers' scheme of work, lesson plans, instructional times, punctuality, attendance and methods of teachings in the classrooms. They ensured that teachers had the necessary materials for teaching and organized in-service training for teachers to promote effective teaching in their respective schools. It was found that supervisory practices adopted by headmasters and external supervisors depended on performance of students in their terminal and external final exams. The study also discovered that supervisory practices opted for by headmasters in particular, and external supervisors improved teaching and learning process, students' performance in internal terminal and external final exams. It was also revealed that there were inherent challenges posed by teachers, students and government that confront supervision which needs to be urgently addressed through collaborative effort of all stakeholders for the achievement of quality education. The study has recommended that contemporary supervisory models emphasising motivation and autonomy of teachers should be embraced for optimum teacher-output to optimize students' achievement.

This is the story of a family and how they survived life's perils. Chiwinke, the protagonist and the first son of Chimebele, was determined to succeed in life by bringing all his brothers to study and succeed in America in order to get his parents permanently out of poverty. Despite all the obstacles, calamities, trials, and tribulations that befell him in life, he kept his humor until he triumphed with the help of his god.

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.

The role humans play in the field of information technology continues to hold relevance even with the industry's rapid growth. People contribute heavily to the physical, cognitive, and organizational domain of computing, yet there is a lack of exploration into this phenomenon. Humanoid aspects of technology require extensive research in order to avoid marginalization and insufficient data. The Handbook of Research on the Role of Human Factors in IT Project Management is a collection of innovative research on the methods and applications of the task of human characteristics in the design and development of new technology. While highlighting topics including digitalization, risk

management, and task analysis, this book is ideally designed for IT professionals, managers, support executives, project managers, managing directors, academicians, researchers, and students seeking current research on the dynamics of human influence in technological projects.

This book gathers high-quality research papers presented at the 2nd AUE international research conference, AUEIRC 2018, which was organized by the American University in the Emirates, Dubai, and held on November 13th-15th, 2018. The book is broadly divided into two main sections: Sustainability and Smart Business, and Sustainability and Creative Industries. The broad range of topics covered under these sections includes: risk assessment in agriculture, corporate social responsibility and the role of intermediaries, the impact of privatizing health insurance, political events and their effect on foreign currency exchange, the effect of sustainable HR practices on financial performance, sustainability integration in the supply chain and logistics, gender inequality in the MENA economies, the panel data model, the model of sustainable marketing in the era of Industry 4.0, micro-enterprises as a tool for combating unemployment, the impact of financial education and control on financial behavior, measuring financial and asset performance in agricultural firms, a comprehensive strategic approach to sustainability in the UAE, sustainability and project finance, HR analytics, FaD or fashion for organizational sustainability, a conceptual framework of sustainable competitive advantages, psychology of organizational sustainability, Blockchain technology and sustainability, veganism and sustainability, institution building from an emotional intelligence perspective, sustainable concrete production using CWP, occupants' behavior and energy usage in Emirati houses, the effect of shop lighting on consumer behavior, multimedia applications in digital transformation art, integrating biomimicry principles in sustainable architecture, experimental sustainable practices in fashion education, technology-assisted student-centered learning for civil engineering, and a 10-step design process for architectural design studios. All contributions present high-quality original research work, findings and lessons learned in practical development.

The field of education is in constant flux as new theories and practices emerge to engage students and improve the learning experience. Globalization has created new challenges for mathematics educators as they are compelled to respond to the shifting patterns and practices of everyday life and stay abreast of the latest research in education, curriculum, development, and technologies. Globalized Curriculum Methods for Modern Mathematics Education is a comprehensive and timely publication that contains the latest research in mathematics education and modern globalized curriculum development and technologies. The book examines subjects such as teaching competencies, digital games for teaching and learning mathematics, and the challenges and prospects of globalized science curriculum. This is an ideal resource for educators, academicians, teachers, policy makers, researchers, and graduate-level students seeking to further their research in mathematics education.

For the last two decades, child domestic work carried out in Nigeria as well as in other countries in Africa, Latin America and Asia, has been given increasing attention by international policy makers and scientists. Yet, the research mainly focuses on the living and working conditions of these children, which also forms part of this book. However, in addition, political and pedagogical measures of intervention employed on international, national and local levels on child domestic work are also at the centre of analysis. Against the background of post-colonial theory the author studies the effects of social modernisation in Nigeria as a rapidly growing national economy on child domestic work and historically retraces the origins of this form of child work back to indigenous modes of socialisation and social security within the (pre-colonial) Nigerian extended family network. The research is based on field work in Nigeria, including interviews and documentary analysis.

Teacher Education at the EdgeExpanding Access and Exploring FrontiersIAP

Academic Paper from the year 2019 in the subject Didactics - English - Pedagogy, Literature Studies, , language: English, abstract: This study examines the effects of Nigerian pidgin on students' performance in English studies using selected students of Junior Secondary School, Bwari Abuja as case study. In conducting the research the researcher uses qualitative and quantitative approach method and sources data from both primary and secondary sources. Primary data are collected through the use of questionnaire with open-ended variables while secondary data collection is from existing literature on the project topic. Likert-type scale arranged in order of "very significantly", "significantly", "neutral", "insignificantly" and "very insignificantly" are used to get respondents opinion on the variables. The major research questions are: What are the effects of Nigerian Pidgin on students' performance in English studies? Are students allowed to use Nigerian Pidgin in academic works? The general objective of the study is to find out the impact of Nigerian Pidgin on students' performance in English studies while the hypotheses posit for the study include: Ho1: There is no significant relationship between Nigerian Pidgin and students' performance in English Studies. Ho2: There is no significant relationship between students' use of Nigerian Pidgin on the outcome of their academic performance. The major results of the study indicate that 94% or the respondents posits that Nigerian Pidgin affects academic performance while the test of hypothesis with a degree of freedom 4 percent indicate that there is a significant relationship between Nigerian Pidgin and students' performance in English studies. The study recommends that the use of Nigerian Pidgin in an academic community such as Junior Secondary School Bwari, Abuja should not be encouraged. The study suggests that a more robust examination on the research topic involving other academic communities be conducted. Besides,, a comparative study on the impact of Pidgin on students' performance in other English speaking countries should be carried out in order to investigate how its been handled.

This publication on School Environment in Nigeria, Ghana, and the Philippines is a continuation of our maiden publication published in 2015. The inclusion of Ghana in this edition is a conviction of the strategic position of the countrys educational system not only as a fast and dynamic developing economy in the African continent, but also one with an enviable educational culture. The articles in this edition are grouped under quality assurance, higher education, management, business, library, information and communications technology, special education, internationalization, and science issues with a view of proffering solutions, suggestions, and recommendations to several questions that may have risen over time in the academia.

The 2013/2014 Education for All Global Monitoring Report shows that a lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. Worldwide, 250 million

children many of them from disadvantaged backgrounds are not learning the basics. Teaching and Learning: Achieving Quality for All describes how policy-makers can support and sustain a quality education system for all children, regardless of background, by providing the best teachers. The Report also documents global progress in achieving Education for All goals and provides lessons for setting a new education agenda post-2015. In addition, the Report identifies that insufficient financing is hindering advances in education.

In view of the resilience of Africa's underdevelopment, what do Africans make of their determined aspirations for development? The continent of Africa has constantly drawn global attention, most especially for both human and natural evils. Underdevelopment, it appears, is one of the most eminent threatening evils. It has plunged and promises to maintain the majority of Africa in abject poverty, insecurity, and vulnerability. What perpetuates the ghost and gory of underdevelopment in Africa, despite a proliferation of development rhetoric and initiatives? How do ordinary Africans react to repeated talk and claims of development with little evidence of transformation for the better in their material circumstances? This book interrogates the tenacity of underdevelopment amid calls for Africa to rise from its slumber and reclaim its position in global affairs as the mother continent of humankind. It contributes to the ongoing debates on why Africa remains trapped in the clutch of underdevelopment many decades after the purported end of colonialism. The book comes at a critical time in human history; a time when the talk on Africa's [under-]development is louder due to the ravages of economic downturns and dysfunctional conflicts. It poses a challenge to development practitioners, civil society activists, statesmen, economists, political scientists and theorists to rethink and reconsider their role as technocrats, experts and ambassadors of positive change in Africa and the world beyond.

Born in Ifira-Akoko, Nigeria in 1939 Bishop Matthew Oluremi Owadayo was appointed Men's warden of Archbishop Vining Training Centre, Akure; preferred Cathedral Provost, and later Dean, Immanuel College of Theology, Ibadan. In December 1994, he was elected Bishop of the Diocese of Egba.

Since its inception in 2013, Mathematics of Planet Earth (MPE) focuses on mathematical issues arising in the study of our planet. Interested in the impact of human activities on the Earth's system, this multidisciplinary field considers the planet not only as a physical system, but also as a system supporting life, a system organized by humans, and a system at risk. ?The articles collected in this volume demonstrate the breadth of techniques and tools from mathematics, statistics, and operations research used in MPE. Topics include climate modeling, the spread of infectious diseases, stability of ecosystems, ecosystem services, biodiversity, infrastructure restoration after an extreme event, urban environments, food security, and food safety. Demonstrating the mathematical sciences in action, this book presents real-world challenges for the mathematical sciences, highlighting applications to issues of current concern to society.

Arranged into three topical sections (Geo- and Physical Sciences; Life Sciences, Ecology and Evolution; Socio-economics and Infrastructure), thirteen chapters address questions such as how to measure biodiversity, what mathematics can say about the sixth mass extinction, how to optimize the long-term human use of natural capital, and the impact of data on infrastructure management. The book also treats the subject of infectious diseases with new examples and presents an introduction to the mathematics of food systems and food security. Each chapter functions as an introduction that can be studied independently, offering source material for graduate student seminars and self-study. The range of featured research topics provides mathematical scientists with starting points for the study of our planet and the impact of human activities. At the same time, it offers application scientists a plethora of modern mathematical tools and techniques to address the various topics in practice. Including hundreds of references to the vast literature associated with each topic, this book serves as an inspiration for further research.

School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers and post-graduate students in the fields of science education and educational policy.

As South Africa transitioned from apartheid to democracy, changes in the political landscape, as well as educational agendas and discourse on both a national and international level, shaped successive waves of curriculum reform over a relatively short period of time. Using South Africa as a germane example of how curriculum and pedagogy can interact and affect educational outcomes, Pedagogy in Poverty explores the potential of curricula to improve education in developing and emerging economies worldwide, and, ultimately, to reduce inequality. Incorporating detailed, empirical accounts of life inside South African classrooms, this book is a much-needed contribution to international debate surrounding optimal curriculum and pedagogic forms for children in poor schools. Classroom-level responses to curriculum policy reforms reveal some implications of the shifts between a radical, progressive approach and traditional curriculum forms. Hoadley focuses on the crucial role of teachers as mediators between curriculum and pedagogy, and explores key issues related to teacher knowledge by examining the teaching of reading and numeracy at the foundational

levels of schooling. Offering a data-rich historical sociology of curriculum and pedagogic change, this book will appeal to academics, researchers and postgraduate students in the fields of education, sociology of education, curriculum studies, educational equality and school reform, and the policy and politics of education.

This book documents ongoing research and theorizing in the sub-field of mathematics education devoted to the teaching and learning of mathematical modelling and applications. Mathematical modelling provides a way of conceiving and resolving problems in people's everyday lives as well as sophisticated new problems for society at large. Mathematical tradition in China that emphasizes algorithm and computation has now seen a renaissance in mathematical modelling and applications where China has made significant progress with its economy, science and technology. In recent decades, teaching and learning of mathematical modelling as well as contests in mathematical modelling have been flourishing at different levels of education in China. Today, teachers and researchers in China become keener to learn from their colleagues from Western countries and other parts of the world in research and teaching of mathematical modelling and applications. The book provides a dialogue and communication between colleagues from across the globe with new impetus and resources for mathematical modelling education and its research in both West and East with new ideas on modelling teaching and practices, inside and outside classrooms. All authors of this book are members of the International Community of Teachers of Mathematical Modelling and Applications (ICTMA), the peak research body into researching the teaching, assessing and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace. The book is of interest to researchers, mathematics educators, teacher educators, education administrators, policy writers, curriculum developers, professional developers, in-service teachers and pre-service teachers including those interested in mathematical literacy.

This book engages deeply with the epistemologies and methodologies that have emerged from Mwalimu Molefi Kete Asante's work on Afrocentricity.

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all." The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes. Education 2030 topics of interest include, but are not limited to, • Improving access to quality early childhood development, care, and pre-primary education; • Ensuring equal access for all women and men

to affordable and quality education; • Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods; • Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; • Achieving levels of literacy and numeracy required to engage in communities and employment; • Acquiring the knowledge and skills needed to promote sustainable development, including: * Human right * Gender equality, * Promotion of a culture of peace and non-violence, * Global citizenship education, * The appreciation of cultural diversity and of culture's contributions to sustainable development, • Providing safe, non-violent, inclusive and effective learning environments for all; • Recruiting, preparing, supporting, and retaining quality teachers.

There is great need for academic excellence today than ever before. No honour, award or accolade goes to the average person, but all sorts of opportunities and awards overtake the excellent performer. This book is will reveal some secrets you need to achieve success above average. You will learn: How to set goals for success How to fight the fears that keep you failing How to turn your positive believes into reality How to use your freedom wisely by developing the habit of discipline How to build wise associations that multiplies your success How to stay highly motivated for academic success and How to cultivate the right attitude for success Parents and teachers will learn: How to influence their children's success Why their previously intelligent children are now "dummies" and How to help them become successes again How to be their children's information distribution machine"

Expansion of basic education in Ghana was unprecedented and brought the country to the forefront in education in Africa. The report provides analysis, lessons and policy options to developing a post-MDG strategic agenda for basic education.

This text explores the multidisciplinary context of African Indigenous Knowledge Systems from scholars and scholar activists committed to the interrogation, production, articulation, dissemination and general development of endogenous and indigenous modes of intellectual activity and praxis. The work reinforces the demand for the decolonization of the academy and makes the case for a paradigmatic shift in content, subject matter and curriculum in institutions in Africa and elsewhere – with a view to challenging and rejecting disinformation and intellectual servitude. Indigenous intellectual discourses related to diverse disciplines take center stage in this volume with a focus on education, mathematics, medicine, chemistry and engineering in their historical and contemporary context.

Despite a spectacular expansion of the higher education sector in Sub-Saharan Africa, the supply of tertiary education has generally failed to keep pace with demand and the region continues to lag all other regions in terms of access to tertiary education. This is in part a consequence of deeply entrenched patterns of inequitable access to higher education, and the perpetuation of what researchers refer to as "elite systems†. To date, access to tertiary education in Sub-Saharan Africa has unduly benefitted students drawn from the region's wealthiest households, and overall enrollment remains disproportionately male, and metropolitan. These factors stifle the catalytic potential of higher education, corroding its potential for driving economic growth and sustaining poverty reduction. Instead, patterns of access to tertiary education have generally reinforced and reproduced social inequality, instead of eroding its pernicious social and economic effects. This

report aims to inform an improved understanding of equity in tertiary enrollment in Sub-Saharan African countries, and to examine the extent to which inequity functions as a bottleneck inhibiting the ability of African universities to effectively drive improvements in overall quality of life and economic competitiveness. In our survey of the evidence, we also aim to identify which policies most effectively address the challenge of promoting equity of access in SSA tertiary education systems. In order to achieve these objectives, the report collects, generates and analyzes empirical evidence on patterns of equity, examines the underlying causes of inequity, and evaluates government policies for addressing inequity.

This book sets out to bring voices of the South to the debate on localization of education and makes the case that it should be considered a right in education. Despite all the scientifically-based evidence on the improved quality of education through the use of a local language and local knowledge, English as a language of instruction and "Western" knowledge based curriculum continue to be used at all educational levels in many developing nations. This means that in many African countries, the goal of rights to education is becoming increasingly remote, let alone that of rights in education. With this understanding and with the awareness of the education challenges of millions of children throughout Africa, the authors argue that local curriculum through local languages needs to be valued and to be preserved, and that children need to be prepared for the world in a language that promotes understanding. The authors make a clear case that policy makers are in a position to work towards a quality education for all as part of a more comprehensive right-based approach. We owe it to the children of the South to offer the best quality education possible in order to achieve social justice.

The Government of Sierra Leone's new Medium-term National Development Plan (MTNDP) 2019–2023 has been founded on a strong political commitment to deliver devel-opment results that would improve the welfare of Sierra Leone's citizens. The plan charts a clear path towards 2023 en route to the goal of achieving middle-income status by 2039 through inclusive growth that is sustainable and leaves no one behind. For the next five years, the Free Quality School Education Programme is the government's flagship programme to provide a solid base to enhance human capital development and to facilitate the transformation of the economy.

This conference proceedings focuses on enabling science and mathematics practitioners and citizens to respond to the pressing challenges of global competitiveness and sustainable development by transforming research and teaching of science and mathematics. The proceedings consist of 82 papers presented at the Science and Mathematics International Conference (SMIC) 2018, organised by the Faculty of Mathematics and Natural Sciences, Universitas Negeri Jakarta, Indonesia. The proceedings are organised in four parts: Science, Science Education, Mathematics, and Mathematics Education. The papers contribute to our understanding of important contemporary issues in science, especially nanotechnology, materials and environmental science; science education, in particular, environmental sustainability, STEM and STEAM education, 21st century skills, technology education, and green chemistry; and mathematics and its application in statistics, computer science, and mathematics education.

This book features essays that untangle, express and discuss issues in and around the intersections of politics, social justice, intolerance, terrorism, minorities, poverty, and education, and as they relate to the two concepts of radicalisms and conservatisms in Africa.

From an innocuous encounter in an airplane, to discourses of the enrichment of the only philosophy his own father handed down to him, through issues of concern for dereliction of education, to building a wholesome and homogeneous community. He highlights issues through his own journey through life and the numerous recordation of those he had made and shared in a span of close to two decades, blending fun and earnest graveness without being preachy or sanctimonious. Drawing from the Desiderata and his favorite prayer, Good Morning God, he

uses an engaging discourse form to deliver the message that our stories, individually and collectively, written or unwritten, is the culminant of the worlds story. In this book, he shows that inspiration is not farfetched and that from effecting liveability in our immediate surrounding we can shape our story to effect points of contact and communication that will eventually give the world story, the great Story, ..a chance to develop.

This engaging open access book discusses how a values and valuing perspective can facilitate a more effective mathematics pedagogical experience, and allows readers to explore multiple applications of the values perspective across different education systems. It also clearly shows that teaching mathematics involves not only reasoning and feelings, but also students' interactions with their cultural setting and each other. The book brings together the work of world leaders and new thinkers in mathematics educational research to improve the learning and teaching of mathematics. Addressing themes such as discovering hidden cultural values, a multicultural society and methodological issues in the investigation of values in mathematics, it stimulates readers to consider these topics in cross-cultural ways, and offers suggestions for research and classroom practice. It is a valuable resource for scholars of mathematics education, from early childhood through to higher education and an inspiring read for all mathematics teachers.

Skills development in Ghana encompasses foundational skills, transferable/soft-skills, and technical and vocational skills. This report focuses on one segment of this skills development system: formal and informal technical and vocational education and training (TVET) at the pre-tertiary level. TVET represents a major intersection between education, youth and the labor market. The government has long promised to the population that increasing technical and vocational skills training opportunities will help solve youth unemployment. However, market distortions and inefficiencies have led to an adverse cycle of high costs, inadequate quality of supply and low demand, leading to further pressures on the effectiveness and efficiency of TVET services. This adverse cycle means that the political and policy promise of skills development helping to ease the unemployment problem is at risk of remaining unfulfilled. The report focuses on social and economic demand for (pre-tertiary) technical and vocational skills and maps out the supply of these skills from formal and informal, private and public sectors. The dual purpose has been to both carry out an institutional and policy analysis and also to establish a platform for monitoring sector performance and assisting policy and Development Partner harmonization. The report analyzes the economic and social demand for technical and vocational skills and the suitability of the current supply as well as the effectiveness of policy, coordination and financing of technical and vocational skills development. The report annex provides the summary of economic demand analyses from the key sectors reviewed and provides a full mapping of all technical and vocational programs in Ghana. The study offers a comprehensive set of policy recommendations for improving Ghana's pre-tertiary technical and vocational skills development sector, which will be of interest to policy makers and development partners in Ghana.

Recently, greater emphasis has been placed on the fact that women, regardless of whether they are located in developed or developing nations, are still facing numerous challenges regarding their financial status, education, and independence. As recent

movements have highlighted such problems as unequal pay and sexual harassment and abuse, it has become imperative that steps must be taken to analyze these problems and offer solutions to combat these inequalities that would improve women's lives and society as a whole. Overcoming Challenges and Barriers for Women in Business and Education: Socioeconomic Issues and Strategies for the Future is an essential reference source that highlights cross-cultural perspectives, obstacles, and opportunities pertaining to the advancement of women's lives in society. The chapters within the book explore a variety of concepts for building a bridge to women empowerment and improving their participation in the development of their respective societies. Featuring research on topics such as global business, higher education, and gender discrimination, this book is ideally designed for managers, business professionals, entrepreneurs, social scientists, policymakers, gender studies researchers, students, and academicians looking for strategies that will help to empower women through the book's social justice model, which acts as an underlying theoretical construct.

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