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Completing past exam papers is a great way to prepare for your final exams. As such we would like to provide the following links to past national exam papers which we sourced from the Department of Education website.

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Off the shores of Cape Hatteras, deep below the surface, lie the bodies of ships that never made it back to land... and with them, something silent and sinister. Two sets of fingerprints on a pair of binoculars left on the beach are cause for concern for FBI special agent Mitchell Parker and his team. The prints belong to a criminal who is listed as being abroad, and a foreign diplomat who disappeared a year ago. Meanwhile, several police officers from Beijing are visiting the US for a peculiar purpose. But are they linked to the events in Cape Hatteras? It will be a rough ride for Mitchell and his team, as they race against the ocean - and the clock - to solve the mystery.

This book is intended to take stock of the current state of accounting education with a

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specific emphasis on the South African situation. It provides a critical overview of the current published research and identified gaps. Through this, it aims to equip accounting academics with information and tools to motivate them to research the field of accounting education to improve teaching and learning. It also aids in the identification of suitable research topics in this regard and highlights potential pitfalls in researching accounting education. The book, therefore, focuses on accounting educators as specialists in their respective disciplines. Different authors with a keen interest in a specific area relating to accounting education research wrote each chapter in this book. It forms a planned collective work, assembled by appropriately qualified and experienced scholars in the accounting education field which generates a new conceptual synthesis that advances scholarship of accounting education

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research, since no such synthesis currently exists for accounting education research in South Africa.

A short introduction ideal for students learning category theory for the first time.

It has long been recognised that specialised knowledge is at the core of what distinguishes professions from other occupations. The privileged status of professions in most countries, however, together with their claims to autonomy and access to specialised knowledge, is being increasingly challenged both by market pressures and by new instruments of accountability and regulation. Established and emerging professions are increasingly seen as either the solution, or as sources of conservatism and resistance to change in western economies, and recent developments in professional education

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draw on a competence model which emphasises what newly qualified members of a profession ‘ can do ’ rather than what ‘ they know ’ . This book applies the disciplines of the sociology of knowledge and epistemology to the question of professional knowledge. What is this knowledge? It goes beyond traditional debates between ‘ knowing how ’ and ‘ knowing that ’ , and ‘ theory ’ and ‘ practice ’ . The chapters cover a wide range of issues, from discussions of the threats to the knowledge base of established professions including engineers and architects, to the fraught situations faced by occupations whose fragile knowledge base and professional status is increasingly challenged by new forms of control. While recognising that graduates seeking employment as members of a profession need to show their capabilities, the book argues for reversing the trend that blurs or

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collapses the skill/knowledge distinction. If professions are to have a future then specialised knowledge is going to be more important than ever before. Knowledge, Expertise and the Professions will be key reading for students, researchers and academics in the fields of professional expertise, further education, higher education, the sociology of education, and the sociology of the professions.

Grading Goal Four explores the tensions, threats and opportunities within Sustainable Development Goal 4 on quality education, aiming to support its rights-based implementation and to build capacity for strengthened monitoring and analysis of the goal.

Nyerere's economic policies, his successes and failures in pursuit of economic development under socialism, are some of

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the subjects addressed by the author in this book. A Tanzanian himself., he also looks at how life was under Nyerere since the sixties. The work is also a critical examination of the political situation in Tanzania since independence when the country was known as Tanganyika before uniting with Zanzibar. The author also looks at the transition that has taken place in Tanzania from one-party rule to multiparty democracy, and from socialism to capitalism since the collapse of the Soviet Union and the end of the Cold War. He also takes a critical look at globalization and the negative impact of structural adjustment programmes in Tanzania and Africa as a whole. The work is also a study of Tanzania's history since the advent of colonial rule and of the struggle for independence in one of Africa's largest countries.

Examines the events of the Cuban Missile

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Crisis, during which the United States came very close to engaging in nuclear war with the Soviet Union.

Assessment dominates our lives but its good intentions often produce negative consequences. An example that is central to this book is how current forms of assessment encourage shallow ‘ for-the-test ’ learning. It is true to say that as the volume of assessment increases, confidence in what it represents is diminishing. This book seeks to reclaim assessment as a constructive activity which can encourage deeper learning. To do this the purpose, and fitness-for – purpose, of assessments have to be clear. Gordon Stobart critically examines five issues that currently have high-profile status: intelligence testing learning skills accountability the ‘ diploma disease ’ formative assessment Stobart explains that these form the basis for the argument that we

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must generate assessments which, in turn, encourage deep and lifelong learning. This book raises controversial questions about current uses of assessment and provides a framework for understanding them. It will be of great interest to teaching professionals involved in further study, and to academics and researchers in the field.

This twenty-third ICMI Study addresses for the first time mathematics teaching and learning in the primary school (and pre-school) setting, while also taking international perspectives, socio-cultural diversity and institutional constraints into account. One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level. Accordingly, a focus area that is central to the discussion was chosen, together with a number of related questions. The broad area of Whole

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Number Arithmetic (WNA), including operations and relations and arithmetic word problems, forms the core content of all primary mathematics curricula. The study of this core content area is often regarded as foundational for later mathematics learning. However, the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon, and practice varies substantially from country to country. As such, this study presents a meta-level analysis and synthesis of what is currently known about WNA, providing a useful base from which to gauge gaps and shortcomings, as well as an opportunity to learn from the practices of different countries and contexts.

First published in 1975, this book offers a critique of some of the 'new perspectives' in the sociology of

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education. This is achieved through a case study of a progressive child centred school. The book suggests that a liberal approach to education fails to appreciate how thoroughly a complex, stratified industrial society penetrates the school. It argues that the practice of ' progressive ' education may be a modern form of conservatism and an effective form of social control both in the narrow sense of achieving classroom discipline and in the wider sense of contributing to the promotion of a static social order. It cautions against naïve utopian solutions which see the freedom and self-development of the child as an individualized process, unrelated to a social context which may undermine the ideals of freedom and spontaneous self-development. In addition to offering a study of the implementation of the ' open ' approach to child development and pedagogy, the book can also be read as a

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piece of critical sociology, intended to make the reader look again at the way in which problems have been generated and solutions proposed within sociology and education.

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