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logical answers to the questions,
despite occasional weak points in the
answer to Q.4.

*Level 5 Exemplar and comments
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2020 HKDSE History exam
controversy. In May, over 5,000

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students took the HKDSE History exam. The exam is divided into 2 papers, the first paper is Data response question which all the four data response question are compulsory, the second paper requires the candidate to choose two out of the seven essay questions.

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The script demonstrates comprehensive knowledge of the curriculum content. In Paper 1, the candidate generally managed to answer questions at different levels of

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difficulty, sometimes performing excellently (such as with Q.3). In Paper 2, the candidate provided logical answers to the questions, despite occasional weak points in the answer to Q.1.

Level 5 Exemplar and comments

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Hong Kong's Chinese History
Curriculum from 1945: Politics and
Identity investigates the ways in which
Chinese history has evolved as a

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subject in Hong Kong secondary schools since 1945, and the various social, political and economic factors that have shaped the curriculum, through an examination of a wide range of primary and secondary source materials and interviews. This book examines how the aims, content,

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teaching, learning and assessment of the Chinese history curriculum have evolved since 1945. It describes how Chinese history became an independent subject in secondary schools in Hong Kong despite the political sensitivity of the subject, how it consolidated its status during the

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colonial period, and how it has faced threats to its independence since the return of Hong Kong to China in 1997. An important element of the book is its in-depth analysis of the major socio-political and socio-economic forces that have been involved in the development of Chinese history. This

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book will be of interest to all who are interested in history education and curriculum development, and readers who are concerned with history education.

This book discusses Hong Kong's use of onscreen marking (OSM) in public

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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

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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.

In Teaching History for the Common

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Good, Barton and Levstik present a clear overview of competing ideas among educators, historians, politicians, and the public about the nature and purpose of teaching history, and they evaluate these debates in light of current research on students' historical thinking. In many

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cases, disagreements about what should be taught to the nation's children and how it should be presented reflect fundamental differences that will not easily be resolved. A central premise of this book, though, is that systematic theory and research can play an important

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role in such debates by providing evidence of how students think, how their ideas interact with the information they encounter both in school and out, and how these ideas differ across contexts. Such evidence is needed as an alternative to the untested assumptions that plague so many

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discussions of history education. The authors review research on students' historical thinking and set it in the theoretical context of mediated action--an approach that calls attention to the concrete actions that people undertake, the human agents responsible for such actions, the

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cultural tools that aid and constrain them, their purposes, and their social contexts. They explain how this theory allows educators to address the breadth of practices, settings, purposes, and tools that influence students' developing understanding of the past, as well as how it provides an

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alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools. Beyond simply describing the factors that influence students' thinking, Barton and Levstik evaluate their implications for historical understanding and civic engagement.

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They base these evaluations not on the disciplinary study of history, but on the purpose of social education--preparing students for participation in a pluralist democracy. Their ultimate concern is how history can help citizens engage in collaboration toward the common

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good. In Teaching History for the Common Good, Barton and Levstik:
*discuss the contribution of theory and research, explain the theory of mediated action and how it guides their analysis, and describe research on children's (and adults') knowledge of and interest in history; *lay out a

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vision of pluralist, participatory
democracy and its relationship to the
humanistic study of history as a basis
for evaluating the perspectives on the
past that influence students' learning;
*explore four principal "stances"
toward history (identification, analysis,
moral response, and exhibition),

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review research on the extent to which children and adolescents understand and accept each of these, and examine how the stances might contribute to--or detract from--participation in a pluralist democracy; *address six of the principal "tools" of history (narrative

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structure, stories of individual achievement and motivation, national narratives, inquiry, empathy as perspective-taking, and empathy as caring); and *review research and conventional wisdom on teachers' knowledge and practice, and argue that for teachers to embrace

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investigative, multi-perspectival approaches to history they need more than knowledge of content and pedagogy, they need a guiding purpose that can be fulfilled only by these approaches--and preparation for participatory democracy provides such purpose. Teaching History for the

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Common Good is essential reading for history and social studies professionals, researchers, teacher educators, and students, as well as for policymakers, parents, and members of the general public who are interested in history education or in students' thinking and learning about

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the subject.

Today's teachers are responsible for a greater variety of learners with a greater diversity of needs than ever before. When you add in the ever-changing dynamics of technology and current events, the complexity of both

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students' and teachers' lives grows exponentially. Far too few teachers, however, successfully teach the whole class with the individual student in mind. In *Leading and Managing a Differentiated Classroom*, Carol Ann Tomlinson and Marcia B. Imbeau tackle the issue of how to address

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student differences thoughtfully and proactively. The first half of the book focuses on what it means for a teacher to effectively lead a differentiated classroom. Readers will learn how to be more confident and effective leaders for and in student-focused and responsive classrooms. The second

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half of the book focuses on the mechanics of managing a differentiated classroom. A teacher who has the best intentions, a dynamic curriculum, and plans for differentiation cannot—and will not—move forward unless he or she is at ease with translating those ideas into classroom

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practice. In other words, teachers who are uncomfortable with flexible classroom management will not differentiate instruction, even if they understand it, accept the need for it, and can plan for it. Tomlinson and Imbeau argue that the inherent interdependence of leading and

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managing a differentiated classroom is at the very heart of 21st-century education. This essential guide to differentiation also includes a helpful teacher's toolkit of activities and teaching strategies that will help any teacher expand his or her capacity to make room for and work tirelessly on

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behalf of every student.

The main thesis of this book is that, given that South African education faces major challenges, the BRICS (Brazil, Russia, India, China and South Africa) constellation of states offers — thus far overlooked — a valuable

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tertium comparationis, a source of international comparative perspectives, to inform the domestic scholarly discourse on education. This book first investigates the national contexts and development of education in the BRICS countries, arguing that this grouping represents a

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valuable but yet overlooked field for illuminating South African education issues with international perspectives. The book consists of chapters arguing for and illustrating this thesis from a variety of angles. Common to all chapters is that authors used the comparative method in education, that

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is comparing the national education system, in their education societal context interrelationships, of the BRICS countries. The chapters focus on a number of critical issues in South African education, including the language of learning and teaching issue, the alignment of the world of

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education with the world of work, early childhood education, and the development of world-class universities. Regarding the last, for example, China has been the terrain of the most intensive national projects of establishing world-class universities, with Project 985, Project 211, and the

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“Double First Class University” project. The chapters demonstrate what South Africa, in approaching her education issues, can learn from the experience of the BRICS countries.

In all parts of Asia, households devote considerable expenditures to private

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supplementary tutoring. This tutoring may contribute to students' achievement, but it also maintains and exacerbates social inequalities, diverts resources from other uses, and can contribute to inefficiencies in education systems. Such tutoring is widely called shadow education, because it mimics

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school systems. As the curriculum in the school system changes, so does the shadow. This study documents the scale and nature of shadow education in different parts of the region. Shadow education has been a major phenomenon in East Asia and it has far-reaching economic and social

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implications.

Winner of Philosophy of Education
Society of Australasia (PESA)'s
inaugural PESA Book Awards in 2015,
and The University of Hong Kong
Research Output Prize for Education
2014-15. Muslims and Islam in U.S.

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Education explores the complex interface that exists between U.S. school curriculum, teaching practice about religion in public schools, societal and teacher attitudes toward Islam and Muslims, and multiculturalism as a framework for meeting the needs of minority group

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students. It presents multiculturalism as a concept that needs to be rethought and reformulated in the interest of creating a more democratic, inclusive, and informed society. Islam is an under-considered religion in American education, due in part to the fact that Muslims represent a very

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small minority of the population today (less than 1%). However, this group faces a crucial challenge of representation in United States society as a whole, as well as in its schools. Muslims in the United States are impacted by ignorance that news and opinion polls have demonstrated is

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widespread among the public in the last few decades. U.S. citizens who do not have a balanced, fair and accurate view of Islam can make a variety of decisions in the voting booth, in job hiring, and within their small-scale but important personal networks and spheres of influence, that make a very

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negative impact on Muslims in the United States. This book presents new information that has implications for curricula, religious education, and multicultural education today, examining the unique case of Islam in U.S. education over the last 20 years. Chapters include: Perspectives on

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Multicultural Education 9/11, the Media, and the New Need to Know Islam and Muslims in Public Schools
Blazing a Path for Intercultural Education
This book is an essential resource for professors, researchers, and teachers of social studies, particularly those involved with

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multicultural issues, critical and sociocultural analysis of education and schools; as well as interdisciplinary scholars and students in anthropology and education.

A country's education system plays a pivotal role in promoting economic

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growth and shared prosperity. Sri Lanka has enjoyed high school-attainment and enrollment rates for several decades. However, it still faces major challenges in the education sector, and these challenges undermine the country's inclusive growth goal and its ambition

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to become a competitive upper-middle-income country. The authors of Sri Lanka Education Sector Assessment: Achievements, Challenges, and Policy Options offer a thorough review of Sri Lanka's education sector—from early childhood education through higher education. With this book, they attempt

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to answer three questions: • How is Sri Lanka's education system performing, especially with respect to participation rates, learning outcomes, and labor market outcomes? • How can the country address the challenges at each stage of the education process, taking into account

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both country and international experience and also best practices? • Which policy actions should Sri Lanka make a priority for the short and medium term? The authors identify the most critical constraints on performance and present strategic priorities and policy options to address

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them. To attain inclusive growth and become globally competitive, Sri Lanka needs to embark on integrated reforms across all levels of education. These reforms must address both short-term skill shortages and long-term productivity. As Sri Lanka moves up the development ladder, the

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priorities of primary, secondary, and postsecondary education must be aligned to meet the increasingly complex education and skill requirements.

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Each chapter in the book is firmly rooted in research and is well referenced as one would expect of such a book. It will be of particular use to people with an academic interest in this aspect of school management but will also be thought-provoking for those who are involved in the

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development of the curriculum within their institution' - escalate This book explores many of the new aspects of the core business of schools and colleges, that is, the curriculum.

Keeping the focus clearly on learning and teaching, the contributors explore the practical issues for managers at

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institutional level, within the context of their need to understand and analyze key educational values and principles. Part One presents overviews of theories and models of curriculum, while Part Two examines how these are applied through planning, monitoring and evaluating. Part Three

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explores in detail the various managerial roles within schools and colleges from leaders to those responsible for cross-curriculum work and special educational needs. The fourth part discusses the importance of effectively managing resources for the curriculum - the environment, support

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staff and finance. Contributors use empirical research evidence to analyze current curriculum trends whilst proposing various new models which are likely to emerge in the 21st century.

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