University Of Pretoria Past Exam Papers

This edited volume brings forth intriguing, novel and innovative research in the field of science education. The chapters in the book deal with a wide variety of topics and research approaches, conducted in various contexts and settings, all adding a strong contribution to knowledge on science teaching and learning. The book is comprised of selected high-quality studies that were presented at the 11th European Science Education Research Association (ESERA) Conference, held in Helsinki, Finland from 31 August to 4 September, 2015. The ESERA science education research community consists of professionals with diverse disciplinary backgrounds from natural sciences to social sciences. This diversity provides a rich understanding of cognitive and affective aspects of science teaching and learning in this volume. The studies in this book will invoke discussion and ignite further interest in finding new ways of doing and researching science education for the future and looking fo r international partners for both science education and science education research. The twenty-five chapters showcase current orientations of research in science education and are of interest to science teachers, teacher educators and science education researchers around the world with a commitment to evidence-based and forward-looking science teaching and learning.

Consists of reproductions of articles from South African newspapers.

Race, Ideology and the University - PULP FICTIONS No.8 Edited by Karin van Marle, Joel Modiri and Terblanche Delport 2014 ISSN: 1992-5174 Pages: 49 Print version: Available Electronic version: Free PDF available About the publication Keeping with its robust dialogic spirit, this edition of Pulp Fictions plays host to a diverse range of voices and perspectives. Responding to the events surrounding the publication of a controversial article by Louise Mabille, four authors from diverse (subject) positions in and outside of the University – Alfred Moraka, Gillian Schutte, Quaraysha Ishmail-Sooliman and Jaco Oelofse – focus on the issue of race and racial ideology in the University space. While Moraka engages with selected theories on the meaning and conceptualisation of racism and its relation to power, history and subject formation, Oelofse attends to the racially structured nature of knowledge and its perpetuation of white cultural domination. Schutte offers a searing reflection on whiteness in the "new" South Africa and Sooliman amplifies the problem of Islamaphobia and seeks to draw out its association to, and as, racism. This edition of the Pulp Fictions, after a long hiatus, is a timely one in that it coincides with and critically challenges the central theme of what is called 20 years of "freedom" in "post-apartheid" South Africa. In recounting the continuation of racism, the incompleteness of transformation, the still dominant nature of whiteness and the emergence of new modes of racial power, the authors problematize the easy conceit that the nation is "free" of the vestiges of colonial racism and may now move on. That this also takes place a year after the passing of Nelson Mandela, in the shadow of events such as the Marikana massacre and in the context of the emergence of movements such as the Economic Freedom Fighters, further augments the relevance and political acuity of the papers here. The contributions contained in this edition also contend – directly and indirectly - with the University's own historical participation in and complicity with racism. Universities in South Africa and in all other settler colonies have always been instrumental in the development of an ideological and theoretical apparatus for oppression, through constructing for example scientific experiments and sociological knowledge that rationalises the enslavement, exploitation, colonisation of the indigenous Black population. In addition, South African universities appear to exhibit an ongoing epistemological and cultural unwillingness to be truly South African. For one thing, a predominantly Anglo-European intellectual tradition still frames much of the content being taught to students. African history, politics, philosophy, jurisprudence etc., are continuously relegated to electives or moved out of departments into 'Institutes' or 'Centres' of African Studies. This reflects, we think, that a certain Hegelian doubt about whether Africa has a history, and indeed an intellectual life, remains current in institutions of higher learning in this country. Indeed it remains a stark irony and injustice that the thought and history of and from Africa, rather than being the norm of intellectual and theoretical discourse, functions for many as an extra option or hobby to be pursued in leisurely time – to be found only in the ghettos and margins of universities. The papers collected in this edition then should also be read as raising serious questions about South African universities' continued complicity in the relegation of the African in Africa to the 'other' also at the level of epistemology and knowledge production. Given the context, a particular and direct focus on the University of Pretoria is warranted. It is clear from public discourse that these conversations about racism, economic power and liberation are taking place in South African society. This publication is but one attempt to intervene and participate in those conversations and adds to the growing voice calling for a socially responsive and historically grounded intellectual tradition in South Africa. About the Editor: Karin van Marle is a Professor at the Department of Legal History, Comparitive Law and Jurisprudence, at the Faculty of Law, University of Pretoria. Joel Modiri (Guest Editor) Department of Jurisprudence, Faculty of Law, University of Pretoria Terblanche Delport (Guest Co-Editor) School of Humanities: Department of Philosophy, Practical and Systematic Theology.

Vols. 4-24 include Communications of the International Federation of Library Associations (IFLA-FIAB).

The 11thInternational Conference on Cyber Warfare and Security (ICCWS 2016) is being held at Boston University, Boston, USA on the 17-18th March 2016. The Conference Chair is Dr Tanya Zlateva and the Programme Chair is Professor Virginia Greiman, both from Boston University. ICCWS is a recognised Cyber Security event on the Dr International research conferences calendar and provides a valuable platform for individuals to present their research findings, display their work in progress and discuss conceptual and empirical advances in the area of Cyber Warfare and Cyber Security. It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of Cyberwar and Cyber Security research available to them. The keynote speakers for the conference are Daryl Haegley from the Department of Defense (DoD), who will address the topic Control Systems Networks...What's in Your Building? and Neal Ziring from the National Security Agency who will be providing some insight to the issue of Is Security Achievable? A Practical Perspective. ICCWS received 125 abstract submissions this year. After the double blind, peer review process there are 43 Academic Research Papers 8 PhD papers Research papers, 7 Masters and 1 work-in-progress papers published in these Conference Proceedings. These papers represent work from around the world, including: Australia, Canada, China, Czech Republic, District of Columbia, Finland, France, Israel, Japan,

Lebanon, Netherlands, Pakistan, Russian Federation, Saudi Arabia, South Africa, Turkey, United Arab Emirates, UK, USA.

A discussion of the role which language, or, more properly, languages, can perform in the reconstruction and development of South Africa. The approach followed in this book is characterised by a numbers of features - its aim is to be factually based and theoretically informed.

This comprehensive resource highlights the most recent practices and trends in blended learning from a global perspective and provides targeted information for specific blended learning situations. You'll find examples of learning options that combine face-to-face instruction with online learning in the workplace, more formal academic settings, and the military. Across these environments, the book focuses on real-world practices and includes contributors from a broad range of fields including trainers, consultants, professors, university presidents, distance-learning center directors, learning strategists and evangelists, general managers of learning, CEOs, chancellors, deans, and directors of global talent and organizational development. This diversity and breadth will help you understand the wide range of possibilities available when designing blended learning environments. Order your copy today!

The purpose of this study was to examine the extent to which common examinations are used as a tool for effective formative assessment practices in schools. The Department of Basic Education introduced common examinations in Mathematics Grade 11 with the aim of improving the quality of teaching and learning in schools through standardised assessments and to enhance learner performance. Yet the performance of Grade 11 learners in the mathematics common examinations, since its inception in 2015, has not improved. With reference to five selected schools, the findings in this study showed that formative assessments require an examination and assessment system that will not only adequately measure the capabilities, knowledge and skills of learners, but that will also drive a formative agenda in ensuring the mastering of skills and learner progress to ensure success in summative assessments. It is thus necessary for teachers to be able to make formative assessments more formal by specifying guidelines for where to use them and how to do them and by developing assessments suited for learners' individual needs (Coetzee, 2012). This study supports the main proposition of constructivism aÌ22??¿3that learning means constructing, creating, inventing and developing our knowledgeaÌ22???Œ, it is about thinking and analysing and not memorising informationaÌ22???Œ it focuses on in-depth-understanding, not regurgitating and repeating backaÌ22???+ (Marlowe & Page,2005, pp. 10-11). If common examinations and past examination question papers are to be used, they need not be used to drill learners on how to answer examination questions. Indeed, these examinations should be used to empower learners on how to answer questions from different perspectives to achieve learning outcomes.

The volume provides insights on strategies and technologies for teaching and learning that are being used in unique national/cultural contexts of Africa, Asia and the Middle East, Europe, Latin America, and North America.

This collection brings together many African voices expressing their ideas and conceptions of musical practice and arts education in Africa. With essays from established scholars in the field as well as young researchers and educators, and topics ranging from philosophical arguments and ethno-musicology to practical classroom ideas, this book will stimulate academic discourse. At the same time, practical ideas and information will assist teachers and students in Africa and elsewhere, bringing fresh musical perspectives on instrument playing, singing, childrens literature and play.

Vols. for 1967-70 include as a section: Who's who of Rhodesia, Mauritius, Central and East Africa.

These Proceedings are the work of researchers contributing to the 10th International Conference on Cyber Warfare and Security ICCWS 2015, co hosted this year by the University of Venda and The Council for Scientific and Industrial Research. The conference is being held at the Kruger National Park, South Africa on the 24 25 March 2015. The Conference Chair is Dr Jannie Zaaiman from the University of Venda, South Africa, and the Programme Chair is Dr Louise Leenen from the Council for Scientific and Industrial Research, South Africa.

This book is based on research carried out in Eastern and Southern Africa by scholars from Africa and the Netherlands who cooperated within the framework of the ESLA project. The contributions to this book reflect the exchanges and discussions which took place in this research group, initiated by staff of Mzumbe University in Tanzania, Uganda Martyrs University and the University of Groningen in the Netherlands. The group aims to go beyond figures and uncover the causes, effects and stories of the young people involved, as well as explore promising new strategies with which to address their needs.

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Globalisation and African Languages links African language studies to the concept of 'globalisation' which increasingly undergoes critical review. Hence, African linguists of various provenience can make valuable contributions to this debate. In cultural matters, which by definition include language, there is often a sense that globalisation leads to a major trend of homogenisation, which results in a reduction of diversity on the one hand and, on the other, in new themes being incorporated into global (cultural) patterns. However, often conflicting and overlapping particularistic interests exist which have a constructive as well as destructive potential. This aspect leads directly to the first of three sections of this volume, LANGUAGE USE AND ATTITUDES, which addresses some of the burning issues in sociolinguistic research. Since this research area is tightly linked to the educational domain these important issues are addressed in articles that comprise the second section of this volume: LANGUAGE POLICY AND EDUCATION. The third section of the volume presents articles dealing with LANGUAGE DESCRIPTION AND CLASSIFICATION demonstrating which parts of different language systems are affected through contact under historical and modern conditions. The contributions of all the well-known scholars in this volume show that globalisation is a two-way street, and to ensure that all sides benefit in a reciprocal manner means the impacts have to be monitored globally, regionally, nationally and locally. By disseminating and emphasising these linguistic findings as part of the global cultural heritage, African language studies may offer urgently needed new perspectives towards a rapidly changing world.

Grové was arguably the first composer to incorporate Black African elements into the fabric of his music, venturing far beyond mere couleur locale to forge a creative synthesis of the indigenous and the "Western". His vast oeuvre encompasses every genre, from opera and ballet to chamber music, orchestral works and song. But he is also a fine essayist, and his short fiction has received praise from André P. Brink. This is the first study of its kind to be devoted to a South African composer.

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