

Upsr Past Paper

In life, going against the current is hard. It is a choice many can make, but few do. In *How I Escaped the Rat Race*, social entrepreneur and youth leader Calvin Woo takes us on his journey in leading a life that creates a positive impact not only upon himself but also upon the broader community. Calvin's firmly held values and ideals was rewarded when, at the age of 21, he was presented with the Queen's Young Leader Award from the U.K., by Her Majesty Queen Elizabeth II, in London. In this book, Calvin explores what it means to escape the rat race and embark upon a journey to leave a positive impact upon the world around you. He believes everyone can create such a legacy of their own and hopes, through this book, to inspire others to forge their own paths in life.

This book represents a collection of papers that relate to the challenges and problems posed by the ever-changing and diversified nature of today's classroom. The papers discuss and demonstrate methodologies and learning strategies, and in the process, recommend effective practices that are practical and open to adaptation for different teaching and learning contexts. They range from suggestions on how to exploit information technology resources to individual or specific case studies. These case studies report on a variety of contextual issues and problems that are specified to particular learning contexts. This book, therefore, thus not only offers examples of tried and tested teaching strategies but also offers useful insights into specific sociocultural problems that are experienced by learners as well as teachers and interested stakeholders in particular settings and countries. The papers offer a comprehensive documentation of past as well as present problems faced by teachers, policy makers and students, and discuss ways and strategies of overcoming such problems such that the teaching and learning process is not only enhanced but made more meaningful and fulfilling to both teachers and learners. The inherently global perspective of the papers in this book makes it an enriching compendium.

Management and Technology in Knowledge, Service, Tourism and Hospitality 2013 contains papers covering a wide range of topics in the fields of knowledge and service management, web intelligence, tourism and hospitality. This overview of current state of affairs and anticipated developments will be of interest to researchers, entrepreneurs and students alike.

Summative assessment has been a contentious issue in educational circles for several decades, particularly high-stakes assessment events which arise at various junctures of the school cycle, especially those at the end of it. The French Baccalaureat and English A-Levels and their numerous clones throughout the francophone and anglophone worlds are household names and represent milestone events in people's lives, as their outcomes are principal determinants of young people's future prospects. These examinations are external--they are devised, conducted and processed by agencies outside the schools, usually ministerial examination units. As such, they act as 'blind' arbiters of student achievement, providing the proverbial 'level playing field' which ensures the comparability of outcomes. In the pyramidal school structures of yesteryear, examinations acted as filters, regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up, from where unsuccessful candidates could enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever-higher social demand for access to higher levels of formal education, the filtering function of examinations at lower levels of schooling has been gradually eroded, while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating assessment systems (including the modification and, in some instances, abandonment of external examinations). This edited volume brings together the experiences of twenty examination systems from around the world to show how these dynamic entities have adapted over time to the changing context of schooling. Following an introduction by Stephen P. Heyneman of World Bank repute, there are sixteen chapters presenting Country Case Studies, which have been written up under common subheadings, thereby highlighting the comparative nature of the work and facilitating cross-referencing. The subsequent four chapters elaborate on the theme of 'external examinations beyond national borders', including a contribution by the International Baccalaureate Organisation. A defining feature of the work is the attention it pays to what it calls the 'nuts and bolts' of external examinations, from question-setting to grading procedures. These are, it is argued, instrumental in nurturing and maintaining public confidence in external examinations. The book will be of immense value to people involved in educational policy studies, especially strategic educational planning, as well as those directly concerned with formal assessment. The work has been written to appeal to a wide audience of informed persons--it is accessible to teachers and interested laypeople, as well as to academics."

The failure of the attempts to create a Ukrainian state during the 1917-21 revolution created a large Ukrainian émigré community in Central Europe which, due to its experience of fighting the Bolsheviks, developed a decidedly anti-Communist ideology of integral nationalism. However, during the 1920s some in the Ukrainian emigration rejected this doctrine and began to advocate reconciliation with their former enemies and return to Soviet Ukraine. This included some of the most prominent figures in the Ukrainian governments set up after 1917, for example Mykhailo Hrushevskyi, Volodymyr Vynnychenko, and Yevhen Petrushevych. On the basis of published and unpublished writings of the Sovietophile émigrés, Christopher Gilley reconstructs and analyzes the arguments used to justify cooperation with the Bolsheviks. In particular, he contrasts those who supported the Soviet regime because they saw the Bolsheviks as leaders of the international revolution with those who stressed the apparent national achievements of the Soviet Ukrainian republic. In addition, Gilley examines Soviet policy towards pro-Soviet émigrés and the relationship between the émigrés and the Bolsheviks using documents from historical archives in Kyiv. The Ukrainian movement is compared to a similar phenomenon in the Russian emigration, "Smena vekh" ("Change of Signposts"). The book contributes to the study of the era of the New Economic Policy and Ukrainianization in the Soviet Union as well as to the histories of the Ukrainian emigration in the 1920s and of Ukrainian political thought.

This is a selection of my "Letters to the Editor" that were published in two local dailies, *The Star* and *New Straits Times (NST)*, over the period from Dec 2007 to August 2013. These letters relate my experiences in leading and managing schools and embody my thoughts and propositions for school improvement, enrichment as well as innovation. The letters are not presented in chronological order following their dates of publication. Instead, they are grouped according to specific sections of interest. Nevertheless, I am mindful of the fact that school matters often overlap and school issues cannot be tackled in discrete units. An integrated and holistic approach should be applied. And, thinking out of the box so as to bring about innovation and even "transformation" is very much advocated all through my letters. Schools are where national education policies are being piloted, modified and if appropriate, then implemented in full. Stake holders for the wellbeing, upgrading and progress of a school must of necessity include more than merely its students, parents, teachers and administrators. ix The Education Ministry, state and district education offices, other related ministries, the community, private sectors and certainly some non-government organizations (NGOs), all have important roles to play in ensuring the smooth and efficient running of our schools. I have looked within and outside of schools for causes and effects that have bearing on school matters. The letters included in the "Values" section in particular, bear out the familial and societal influence and impact on school life. It is hoped that this compilation can be a useful reference and resource materials for all planners,

executors, learners and evaluators of our school improvement initiatives and programmes. August 2013 --- LIONG KAM CHONG

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