

Hk Primary 2 School Exam Paper

The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society. The field draws contributions from education, sociology, human development, family studies, economics, politics and public policy. *Sociology of Education: An A-to-Z Guide* introduces students to the social constructions of our educational systems and their many players, including students and their peers, teachers, parents, the broader community, politicians and policy makers. The roles of schools, the social processes governing schooling, and impacts on society are all critically explored. Despite an abundance of textbooks and specialized monographs, there are few up-to-date reference works in this area. *Features & Benefits:* 335 signed entries fill 2 volumes in print and electronic formats, providing the most comprehensive reference resource available on this topic. *Cross-References and Suggestions for Further Reading* guide readers to additional resources. A thematic "Reader's Guide" groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which also includes a comprehensive index of search terms, facilitating ease of use by both on-campus students and distance learners. A *Chronology* provides students with historical perspective on the sociology of education.

Making Sense of Education in Post-Handover Hong Kong Achievements and challenges Taylor & Francis

It provides comprehensive coverage of developments in formal and informal education in Hong Kong from the end of 1941 to the beginning of the new millennium. As was true of its predecessor, each Part of this book is subdivided into three sections: Commentary, Chronicle, and Evidence. Such an organization facilitates flexible reading. Readers primarily interested in analysis, interpretation, and the identification of themes are likely to focus initially on the Commentary sections and to move, as they feel stimulated, to the relevant entries in the Chronicle and/or items of Evidence. Readers who seek either more encyclopedic understanding or detailed answers to specific questions may well wish to focus primarily or at least initially on the Chronicle sections, and then to search for substantiation in the Evidence section or for amplification in the author's Commentary. At times, some readers may wish to browse through the Evidence sections, reaching possibly serendipitous discoveries. Academic and general readers are likely to be particularly interested in Part I of the book, which deals with education in Hong Kong during the Japanese occupation, a topic that has received only very rare and generalization-bound treatment in other publications. The author offers insights into all levels of education. His conceptual scope incorporates many types of education - including the mainstream academic education, technical education, teacher education, special education, physical education, civic education, education that focuses on morals, that which focuses on culture, and the various sorts of non-formal and informal education.

This book presents innovations in teaching and learning science, novel approaches to science curriculum, cultural and contextual factors in promoting science education and improving the standard and achievement of students in East Asian countries. The authors in this book discuss education reform and science curriculum changes and promotion of science and STEM education, parental roles and involvement in children's education, teacher preparation and professional development and research in science education in the context of international benchmarking tests to measure the knowledge of mathematics and science such as the Trends in Mathematics and Science Study (TIMSS) and achievement in science, mathematics and reading like Programme for International Student Assessment (PISA). Among the high achieving countries, the performance of the students in East Asian countries such as Singapore, Taiwan, Korea, Japan, Hong Kong and China (Shanghai) are notable. This book investigates the reasons why students from East Asian countries consistently claim the top places in each and every cycle of those study. It brings together prominent science educators and researchers from East Asia to share their experience and findings, reflection and vision on emerging trends, pedagogical innovations and research-informed practices in science education in the region. It provides insights into effective educational strategies and development of science education to international readers.

This volume combines an analysis of PISA with a description of the policies and practices of those education systems that are close to the top or advancing rapidly, in order to offer insights for policy in the United States.

This book addresses power relationships, specifically how teachers and students experience power, and why certain power patterns can be observed in classrooms. Set in the context of Hong Kong, a society in which Chinese and Western cultures intersect, it will be of particular interest to those interested in Chinese culture and education.

"This analysis is among the first in its field to account for racial and ethnic distinctions, broadening the application of state theory in the study of educational history, and exposing an array of contradictions and conflicts in the educational systems of these two societies."--BOOK JACKET.

Contains up-to-date information on the full range of international schools, including single-sex, co-educational, day and boarding schools, this guide will assist parents and children in choosing the right international school for them.

This book provides a detailed account of the origin, development, administration, revision and subsequent research findings on the benchmarking initiative from 1996-2016. It presents an overall assessment of the initiative's impact on major stakeholders, predictions regarding the way forward, and implications for other countries, especially in South East Asia. In addition, the book discusses what the larger global community can learn from Hong Kong's two-decade experience of conceptualizing and implementing minimum standard language requirements for teachers.

Suitable for high school students with high mathematics ability and people above high school level. High school students with higher mathematics ability should learn more in-depth Mathematical Olympiad topics through independent learning methods to further improve their mathematics level, which is conducive to studying university subjects in the future.

Since 1997 when Hong Kong became a Special Administrative Region of the People's Republic of China, a string of education reforms have been introduced to improve the quality of education and maintain Hong Kong's economic competitiveness in the age of globalization. This book provides a comprehensive and critical analysis of major issues and challenges faced by the education system, ranging from pre-school

to higher education. It analyses the prospects for educational development in Hong Kong. It further addresses how the Hong Kong government has responded to the perceived challenges of the external environment and internal forces and explains the rationales for the actions taken. Not only does it review how the reform initiative challenges have been dealt with, it also reviews how effective these initiatives are and its implications on future directions.

Classroom Interactions as Cross-Cultural Encounters is about native English speakers teaching English as a global language in non-English speaking countries. Through analysis of naturally occurring dialogic encounters, the authors examine the multifaceted ways in which teachers and students utilize diverse communicative resources to construct, display, and negotiate their identities as teachers, learners, and language users, with different pedagogic, institutional, social, and political implications. A range of issues in applied linguistics is addressed, including linguistic imperialism, post-colonial theories, micropolitics of classroom interaction, language and identity, and bilingual classroom practices. Intended to help TESOL professionals of different cultural backgrounds, working in different sociocultural contexts, to critically understand how non-assimilationist, dialogic intercultural communication with students can be achieved and built on for mutual cultural and linguistic enrichment and empowerment, this book: *emphasizes the sociocultural meanings and micropolitics of classroom interactions that reveal the complex realities of power and identity negotiations in cross-cultural interactions in ELT (English Language Teaching) classroom contexts; *revisits and reconstitutes the notion of native-speakerness and repositions the roles of native and non-native English teachers in the TESOL profession in the contexts of decolonization and globalization; *highlights the need to mobilize intercultural communicative resources for global communication; *addresses two major concerns of EFL (English as a Foreign Language) classroom researchers and teachers: student resistance and learning motivation; and *examines and analyzes the changing ideologies (both explicit and implicit) of teachers and students about English learning in the context of a post-colonial society, and how these ideologies are being enacted, reproduced, but also sometimes contested in EFL classroom interactions. Each chapter includes Questions for Reflection and Discussion to promote critical thinking and understanding of the issues discussed. Tuning-In discussion questions are provided in the three chapters on classroom data analysis to activate readers interpretive schemas before they examine the actual classroom episodes. The data are from an ethnographic study in post-colonial Hong Kong secondary schools involving four native English-speaker teachers and two bilingual Cantonese-English speaking teachers engaged in intercultural classroom dialogues with their Cantonese Hong Kong students. The rich, naturally occurring classroom data and in-depth analyses provide useful pedagogical materials for courses in EFL teacher education programs on classroom discourse analysis from sociocultural perspectives.

Dyslexia is a disability that exists in all countries that have high expectations for literacy. The inability to read in spite of normal intellectual potential represents one of the most puzzling educational challenges for literate societies, regardless of the culture or language. This book examines medical, psychological, educational, and sociological data from comprehensive case studies of preteen dyslexic children, in order to profile the disability as it occurs in seventeen different nations. Interviews with the children and their parents reveal how children with dyslexia are identified and treated around the world, and provide a look at various perceptions of dyslexia and its challenges. Researchers and practitioners in education, psychology, and health-related professions will find this case book to be an excellent reference. Parents of children with dyslexia will find the advocacy recommendations helpful.

Although a few books are available on the use of computers in the school office, this book is the first one addressing the topic of computer-assisted school information systems (SISs) for an international audience, based on both practical and scientific international collaborative research. This book: analyzes the nature of SISs, their intended benefits and history; presents the development strategies and the characteristics of three SISs that are widely used in various parts of the world; reviews what has been learned from the research over the last decade to inform successful design and implementation of SISs; presents exciting perspectives on the future of SISs from experts, vendors, and users; and reflects on what needs to be done to promote the full utilization of SISs by clerical and managerial school staff through better system design, user support, and continuing research. The book has been written for an international audience of students, researchers, system designers and implementers, practitioners and policy-makers in developing as well as in developed countries. It will also be of benefit to professionals in the field of school administration and school management to help them promote better use of SIS in their own context by learning from the experience of others.

Hong Kong and Macao have much in common. The dominant populations in both territories are Cantonese-speaking Chinese; both are small in area; both are urban societies; both have been colonies of European powers; and both have undergone political transition to reunification with China. Yet in education, for reasons that are analysed in this book, they are very different. The patterns of similarities and differences in the two territories make a fascinating basis for comparative study. The overarching theme of the book, on continuity and change is particularly pertinent following the transition of the two societies of the postcolonial era. This thoroughly-revised and expanded second edition builds on the widely-acclaimed first edition. The work has been recognised as a significant contribution to the broad field of comparative education as well as to study of the specific societies which are its main focus.

In the wake of the 1997 Asian financial crisis, various reform initiatives, policies and programmes have been carried out in different countries within the Asia-Pacific region. All these reform efforts aim to restructure different aspects of schooling in order to promote learning and to prepare students for future challenges in globalised economies. These measures to a certain extent challenge traditional practices, established arrangements and deep-seated assumptions related to different aspects of learning. The authors in this book discuss educational reforms in different countries in the Asia-Pacific region in light of student learning, clarify their concepts, evaluate implementation and impact on the learning processes, with a hope that we can learn better from each other and develop a better understanding of "contemporary" learning and teaching processes within the region. The central argument running through different chapters in this book highlights the importance of understanding reforms and learning within their historical, political and sociocultural contexts. Reforming learning involves changes in established cultural practices in our schools, classrooms, and other learning sites, and therefore inevitably arouses tensions and negotiations. The discussion in this book puts to the fore the disputable nature of reforming learning and the significance of contextualising the complex relationship between reforms and learning.

This book explores the interrelationship between ideology, the state, and education reforms, placing it in a global context. It examines some of the major education reforms and policy issues in a global culture, particularly in light of recent shifts in quality and standards-driven education, and policy research. The book critiques the neo-liberal ideological imperatives of current education and policy reforms, and illustrates the way the shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally. With this as its focus, the book's individual chapters highlight hand-picked scholarly research on major discourses in the field of comparative education. A compendium of the very latest thinking on the subject, the book – like the other volumes in the series – offers a state-of-the-art sourcebook for researchers, practitioners and policymakers alike. Not only do the chapters offer a timely overview of current issues affecting comparative education and education policy research in what is now a global educational culture; they also outline future directions that education and policy reforms could take. By doing so, they provide a comprehensive picture of the intersecting and diverse discourses of globalisation and policy-driven reforms in education.

Individual chapters critically assess the dominant discourses and debates on education and policy reforms. Using diverse comparative education paradigms from critical theory to historical-comparative research, they address globalisation, ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change. As such, they provide an informed critique of models of quality and standards-driven education reforms that are informed by Western dominant ideologies and social values.

This is a study of the complex and changing cultural patterns in Hong Kong's relationship with the neighbouring mainland. From interviews, TV dramas, media representations and other sources, it traces the fading of Hong Kong's once-influential position as a role model for less developed mainland cities and explores changing perceptions as China grows in confidence and Hong Kong encounters a powerful nation culture in the mainland. Part One ('Desiring Hong Kong') examines the history of cross-border relations and movements from the 1970s, focusing on Hong Kong as an object of desire for people in South China. Part Two ('Consuming South China'), moves to the turn of the century, when, despite increased communications and a 'disappearing border', Hong Kong is no longer a powerful role model; it nevertheless continues to be a resourceful node in the chain of global capitalism. This is a timely and provocative discussion of a topical issue, and one written in an approachable style using lively case studies. In contrast with the popular theorization that Hong Kong shows her true colour in "the politics of disappearance", this book argues that Hong Kong returns with a politics of reappearance in a dense network of 'fear and excitement', differentiating and assimilating with the mainland at the same time. It will be of interest to scholars and students in cultural studies, political science, sociology and cultural geography. It will also have some general appeal to policy-makers, journalists, and the concerned public.

This comprehensive volume explores the remarkable expansion of higher education systems and institutions in Asia in recent decades, alongside changing forms of consumerism, mobility and global economic conditions. It demonstrates how recent changes in training, education and employment have sparked new aspirations for possible and desirable livelihoods among the younger generation, while also generating fresh problems and tensions. The authors in this volume critically interrogate the links between education and employment; normative understandings about youth and adulthood; as well as personal, national and regional level aspirations for economic 'success'. Comparative chapters on Cambodia, China, Hong Kong, India, Indonesia, Japan, Laos, Nepal, Singapore and Taiwan illustrate how young people are having to forge innovative pathways into the future, while being confronted with ever increasing insecurities. Offering important insights into the kinds of education and employment landscapes that Asian youth are navigating, reworking or trying to avoid, this collection is an essential reference for students and scholars of Asian Studies, Cultural Anthropology, Development Studies, Human Geography and Youth Studies. This book was originally published as a special issue of the journal *Children's Geographies*.

As the richest cities in the world's most populous nation, Hong Kong and Shanghai have recently experienced dynamic growth spurred by more and better-managed capital. These cities also have social problems whose solutions will cost money. Their urban populations are aging. Health finance at the level these "First World" cities demand threatens to consume a large portion of the municipal budgets. Eldercare and social security are now less well covered by traditional Chinese families. Education has become more complex and public tuition, where it occurs, brings with it official plans for schools. Immigrants have flocked to Shanghai from inland China, and Hong Kong's border has become a protector of the former colony's high productivity jobs. Housing problems also have deeply affected both cities, albeit in somewhat different ways. This book provides a comprehensive overview of the similarities and differences between social policies in the two cities. Each chapter covers a different issue: health finance, housing, education, labor, poverty and social security, eldercare, and migration and competitiveness. The contributors explore pertinent developments in each city and analyze the similarities and differences between the two cities' approaches to social policies. They focus on policy reform and the interface between social policy and its environment. One main theme throughout the book is the extent to which spending for capital accumulation is in conflict with spending for social policies.

This book offers a comprehensive picture of high-performing East Asian education systems, beyond their outstanding achievements in international assessments, such as PISA and TIMSS. Situating "excellence" within discussions of "equity", it contextualises the conceptions and pursuits of equity amid the development of education systems, policy and curricula in selected East Asian societies. While parallels could be observed across the systems, including high-stakes assessment culture, increasing credentialism and high investment of family educational resources, there are also divergences in approaches and outcomes relating to equity policies and practices. In light of the challenges presented by low fertility rates, ageing populations, migration, and the economic demands of the 21st century, the book addresses these systems' attempts to cater to further diversified student populations and maintain equity in excellence. As the international community relentlessly seeks to enhance equity in education, there is much these East Asian education systems can share. This book has appeal internationally to researchers, policymakers, educators, and anyone interested in East Asian education and equity.

Collectively, the book extends beyond what we can learn about exemplary practices in individual education systems in East Asia. It helps us develop a better understanding of the interplay between various measures for the pursuit of excellence in mathematics curriculum and teacher education on the one hand, and the different system contexts on the other.

Assessment is an important part of effective teaching and learning. It allows achievements to be recognized and helps both teachers and learners to reflect on and review their performance and progress. While assessment has long been an end-of-learning activity to measure what learners can do, the outcome-oriented approach does not always foster learning motivation effectively. A new perspective now encourages ongoing appraisal in the classroom to improve learning. This

book reflects current thinking of assessment with a stated focus on assessment for learning (AfL). It informs teachers about the latest developments and provides teachers with important tools for integrating assessment in the classroom. The discussions on assessment theories are in-depth and the examples used for illustrating the concepts are plentiful. This volume gathers contributions in the closely linked fields of English language assessment and language education. The contributors from China and Hong Kong represent a mixture of established and new scholars. Areas covered in the language education section range across major developments in the redefining of Hong Kong's secondary and tertiary curricula, as well as the huge field of China's vocational education curriculum. Regarding assessment, the contributions reflect major changes in the marking of examinations in Hong Kong, whereby all examinations from 2012 onwards are marked onscreen, to quality control issues in the administration of China's College English Test, which is taken by over 10 million candidates every year.

As teachers we often tend to expect other countries to teach chemistry in much the same way as we do, but educational systems differ widely. At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world: Teaching Chemistry around the World. 25 countries have participated in the project. The resulting country studies are presented in this book. This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries. Especially in the case of the school subject chemistry, which is very unpopular on the one hand and occupies an exceptional position on the other hand – due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving – we have to learn from each others' educational systems.

This book puts together historical documents that illustrate the lives and concerns of Hong Kong people through a century and a half of colonial rule. It describes not only the ideals of the elite, but also the harsh realities of life faced by the majority, who until recent years lived under considerable poverty. It documents changes in standards of living, housing conditions, family life, communal organization and political aspirations. This account of Hong Kong's social history as Hong Kong people lived it summarizes the predicaments of people who chose to live in Hong Kong.

History Education is a politically contested subject. It can be used to both promote xenophobia and to develop critical thinking, multiple perspectives, and tolerance. Accordingly, this book critically examines complex issues and constructivist approaches that make history relevant to students' understanding of the modern world. As such, it has global appeal especially in North and South America, Canada, Europe and Asia. The book's authors address the major challenges that History Education faces in an era of globalisation, digital revolution and international terror, nationalism and sectarian and religious conflict and warfare. Central to this volume are controversial issues, trauma, and questions of personal and national identity from a wide range of international settings and perspectives. The research in this book was undertaken by leading history educators from every continent. Their interdisciplinary research represents an important contribution to the teaching of social sciences, social psychology, civic education programmes, history and history education in schools, colleges and universities. The book offers new approaches to history educators at all levels. In addition, the chapters offer potential as required reading for students to both develop an international perspective and to compare and contrast their own situations with those that the book covers. Section I considers issues related to identity; how can history education promote social coherence in multicultural societies, in societies divided by sectarianism, or countries adapting to regime changes, whether Communist or Fascist, including, for example, South Africa, previously Communist countries of Eastern Europe, and previous dictatorships in South America and Western Europe. It discusses such questions as: How important is it that students learn the content of history through the processes of historical enquiry? What should that content be and who should decide it, educators or politicians? What is the role of textbooks and who should write and select them? Should history be taught as a discrete discipline or as part of a citizenship or social sciences curriculum? Sections II and III explore ways in which memory of sensitive issues related to the past, to war, or to massacres may be addressed. Are there new methodologies or approaches which make this possible? How can students understand situations involving intolerance and injustice?

Based on case studies of 11 societies in the world's most dynamic region, this book signals a new direction of study at the intersection of citizenship education and the curriculum. Following their successful volume, *Citizenship Education in Asia and the Pacific: Concepts and Issues* (published as No. 14 in this series), the editors, widely regarded as leaders in the field in the Asia-Pacific region, have gone beyond broad citizenship education frameworks to examine the realities, tensions and pressures that influence the formation of the citizenship curriculum. Chapter authors from different societies have addressed two fundamental questions: (1) how is citizenship education featured in the current curriculum reform agenda in terms of both policy contexts and values; and (2) to what extent do the reforms in citizenship education reflect current debates within the society? From comparative analysis of these 11 case studies the editors have found a complex picture of curriculum reform that indicates deep tensions between global and local agendas. On one hand, there is substantial evidence of an increasingly common policy rhetoric in the debates about citizenship education. On the other, it is evident that this discourse does not necessarily extend to citizenship curriculum, which in most places continues to be constructed according to distinctive social, political and cultural contexts. Whether the focus is on Islamic values in Pakistan, an emerging discourse about Chinese 'democracy', a nostalgic conservatism in Australia, or a continuing nation-building project in Malaysia – the cases show that distinctive social values and ideologies construct national citizenship curricula in Asian contexts even in this increasingly globalized era. This impressive collection of case studies of a diverse group of societies informs and enriches understanding of the complex relationship between citizenship education and the curriculum both regionally and globally.

In the tumultuous negotiations of the Sino-British Joint Declaration of 1984, the United Kingdom willingly signed over Hong Kong's reigns to the People's Republic of China, but with the presupposition that the PRC would faithfully implement the principle of "one country, two systems" for the following fifty years. Yet since the handover in 1997, the PRC has failed to allow Hong Kong a higher degree of autonomy. "One Country, Two Systems" in Crisis elucidates how China's intervention has curtailed Hong Kong's civil liberties; how freedom of speech is at the mercy of the government; and how deception has turned the "Pearl of the Orient" into the rubber stamp of the Chinese Communist Party.

The spectacular economic and technological achievements of certain Far Eastern countries have attracted world wide attention. The markets of the West are dominated by the products of countries with no traditions of industrialisation and few natural resources. The reaction to this phenomenon has been a mixture of amazement, admiration, envy and, curiosity to know how it was done. This book addresses these questions through a study of the modernisation of three of the most successful Asian societies - Japan, Singapore and Hong Kong.

It is suitable to - Children with strong self-learning ability - Parents who train their children on their own - Kindergarten or Primary school teacher - Students majoring in early childhood education or elementary education in universities and colleges - Those who are interested in becoming an abacus and mental arithmetic teacher or are interested in running an abacus and mental arithmetic class

Based on a five-year study of twenty-eight young, unmarried working women during the early stages of Hong Kong's labor-intensive industrialization, this classic ethnography opens up the question, Does earning money give women power and improve women's position in their families? In *Working Daughters of Hong Kong* Janet Salaff demonstrates the power of the Chinese family to direct its working daughters' material contributions to the family within the burgeoning Hong Kong industrial economy. Depicting the impact of industrialization upon family

relationships and the fabric of local society, she concludes that although the effects of industrial employment resonate throughout the lives of working women, strong bonds of loyalty and obligation to family are sustained by all the subjects.

The aim of the Handbook is to present readily accessible, but scholarly sources of information about educational research in the Asia-Pacific region. The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region. In so doing, the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues. Moreover, since new problems and issues are constantly arising, the articles in the Handbook also indicate the likely directions of future developments. The different articles within the Handbook seek to conceptualize the problems in each specific content area under review, provide an integration of the research conducted within that area, the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified. Thus, the articles do not involve the reporting of newly conducted research, but rather require a synthesis of the research undertaken in a particular area, with reference to the research methods employed and the theoretical frameworks on which the research is based. In general, the articles do not advocate a single point of view, but rather, present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research. Furthermore, it should be noted, that the Handbook is not concerned with research methodology, and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region.

This book presents perspectives on the changes that have taken place within the field of comparative education, while noting various continuing traditions. Its contributors come from a wide range of countries and contexts, and present their work within a framework set by the 11th congress of the World Council of Comparative Education Societies (WCCES). The book makes a valuable methodological as well as a conceptual contribution to the field.

To reflect the development and history of education in Hong Kong, the author has collected a wide range of fascinating and illuminating material from different sources, and, wherever appropriate, has included his own commentaries. The book will be a valuable source of reference for educationalists and others who are interested in the development of education in Hong Kong.

There has been a dearth of studies on teacher educators using action research to improve their own practice. This book is the first systematic study of a group of teachers examining and enhancing their own practice through the inquiry process of action research. This book presents a broad overview of a variety of methodologies that can be used to improve teacher preparation and professional development programs. It is a 'must read' book for those educators who are new to the college teaching profession and for those who are aspired to be outstanding and successful lecturers.

[Copyright: b5e35048f3c631699464c62dca4e8f71](https://www.copyright.com/lookup.jsp?copyrightId=b5e35048f3c631699464c62dca4e8f71)