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deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA). These Examination Guidelines should be read in conjunction with:

- The National Curriculum Statement (NCS)

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to provide a point of departure for discussions on standard-setting, quality assurance, equating of examinations and assessment approaches. From this point of departure recommendations for practices in general and the exit-

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level (Grade 12) examination results in particular can be made. This book is ideal reading for principals, teachers, academics and researchers in the fields of educational assessment, measurement, and evaluation.

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Resource offers a wealth of strategies aligned with national science education standards, including sample lessons for integrating reading instruction into inquiry-based science classrooms.

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This groundbreaking  
anthology is a  
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candidates who, in  
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Beginning in the 11th century, the exams were conducted personally by successive kings who pursued Confucian ideals that found expression in the enormous value placed on the pursuit of wisdom and learning. In the 21st century we are

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both puzzled and impressed by this tradition. Puzzled by such an explicit commitment to a meritocracy in an essentially feudal society; impressed by this enthusiasm for learning and the pursuit of wisdom at the highest level of society. Yet, there are also

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important similarities between the 11th and 21st centuries. Then, as now, assessment was associated with excellence, high standards, prestige and competition—success for the chosen few; disappointment for the majority. Then, as now, the

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pursuit of excellence was embedded in a social context that favoured the elite and determined success in terms of the predilections of the p- erful. Then, as now, the purpose of the assessment, the way it was conducted and its impact on society

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all reflected the social and economic priorities of the day.

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conducting, in  
cycles of five  
years, the Progress  
in International  
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Study (PIRLS). The  
PIRLS program  
encompasses trend  
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monitor progress in  
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context. PIRLS  
2001 and PIRLS  
2006 both assessed  
primary school  
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fourth year of  
schooling (Grade 4  
in the majority of  
countries).

Progress in Reading  
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explore the influence of findings from the PIRLS surveys on different education systems. It presents a compilation of insights from 12 of the 35 countries that participated in PIRLS 2006. These insights relate to the impact of PIRLS



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on the systemic, governmental, administrative, and school-level aspects of the education systems featured and exemplify how PIRLS has influenced research initiatives, policy development, and national capacity-building. The

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primary aim of this book and its predecessor (Progress in Reading Literacy: The Impact of PIRLS 2001 in 13 Countries, edited by Knut Schwippert and published in 2007) has been to explore the opportunities that PIRLS ' findings

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hold for the development of education systems. Five of the 12 countries participating in the current PIRLS project contributed to the 2001 project. For these countries, the current book provided opportunity to view,

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from a longitudinal perspective, the transformative processes initiated in response to the findings of both surveys. The book thus provides in-depth information on the various aspects of the national education systems represented herein

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that have originated, been restructured, or otherwise been modified as a direct or an indirect consequence of the results of the 2001 and 2006 PIRLS surveys. The book also gives a brief overview of the design, implementation, and

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main international findings of PIRLS 2001 and 2006.

These introductory chapters are followed by country chapters, each of which is written by authors with unique insider perspectives gained from their work in their home institutions within their national

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contexts. Findings from these chapters are assembled in a comparative summary.

## Gauteng 2014

This report presents the first internationally comparable results to OECD's 2003 Programme for International Student

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