



UNIVERSITY OF JOHANNESBURG
DEPARTMENT OF ACCOUNTANCY
GOVERNANCE & CITIZENSHIP – 2014

FINAL SUPPLEMENTARY ASSESSMENT OPPORTUNITY
JULY 2014

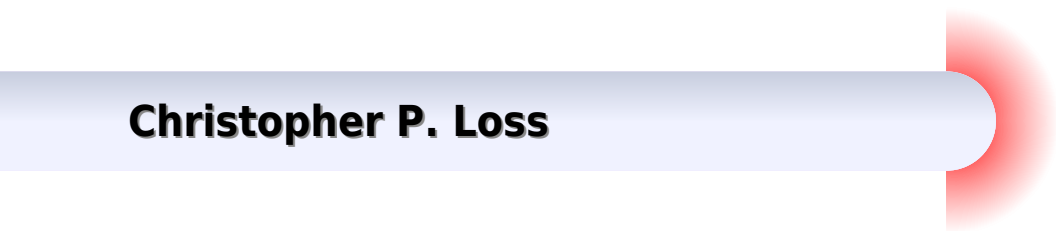
FIRST EXAMINERS:	MS. C HOHLS MS. M MARCHBANK	TIME: 150 MINUTES
SECOND EXAMINER:	MRS V VAN DYK	MARKS: 125 MARKS

INSTRUCTIONS:

1. This paper consists of **TEN** pages. If your paper does not contain all the pages, please put up your hand so that a replacement paper can be handed to you.
2. Answer all the questions.
3. Answer each question on a **separate folio**.
4. Calculate the time that you should spend on each question by multiplying the number of marks for each question by 1,2 to determine the time, in minutes, available for each question. Adhere to these time constraints in order to finish the paper in the given time.
5. Delete **all** (even single open lines) open spaces on your answer sheets with pen. Pages on your answer sheets that contain open spaces will be marked as such and those pages will not be eligible for a remark.
6. No tippex or pencil may be used on your answer sheets. Pages on your answer sheets that contain pencil or tippex will be marked as such and will not be eligible for a remark.
7. All the examination regulations of the UJ and the policy document for students of the Department of Accounting will apply during this assessment.
8. Please hand back the exam paper to the invigilator as you may **NOT** retain a copy of the supplementary examination.
9. The neatness, disclosure and presentation of your answers will be taken into account when marking your paper.
10. Read questions carefully, if you need to provide explanations you should always use full sentences, refrain from simply naming facts.

2014 Mathemathis Paper Supplimentary Exam Memorandum

Christopher P. Loss



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what we know about contemporary educational improvement transformation and change It will provide insights into what strategies work long term to build the capacity for principled change at the school and system level The book will consider what leaders can do to secure principled school and system improvement which fully embraces diversity equity and equality It will also dispel some myths about reform at scale and challenge some prevailing ideas about educational change that it will be posited are not helping many young people to reach their potential The main argument of the book is that too many school and system improvement initiatives have not paid sufficient attention to equity issues in their pursuit of ever higher achievement and that the net effect of large scale international assessments have been to distract policy makers in ways that have not always benefitted young people The book will use system examples to underpin and exemplify six core ways of re botting the system and generating progress for all It will highlight the implications for school and system leaders The SAGE Handbook of Curriculum, Pedagogy and Assessment Dominic Wyse,Louise Hayward,Jessica Pandya,2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world Congressional Record United States. Congress,1997 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 Engineering ,1937 Between Citizens and the State Christopher P. Loss,2014-04-07 This book tracks the dramatic outcomes of the federal government s growing involvement in higher education between World War I and the 1970s and the conservative backlash against that involvement from the 1980s onward Using cutting edge analysis Christopher Loss recovers higher education s central importance to the larger social and political history of the United States in the twentieth century and chronicles its transformation into a key mediating institution between citizens and the state Framed around the three major federal higher education policies of the twentieth century the 1944 GI Bill the 1958 National Defense Education Act and the 1965 Higher Education Act the book charts the federal government s various efforts to deploy education to ready citizens for the national bureaucratized and increasingly global world in which they lived Loss details the myriad ways in which academic leaders and students shaped and were

shaped by the state's shifting political agenda as it moved from a preoccupation with economic security during the Great Depression to national security during World War II and the Cold War to securing the rights of African Americans women and other previously marginalized groups during the 1960s and 70s Along the way Loss reappraises the origins of higher education's current day diversity regime the growth of identity group politics and the privatization of citizenship at the close of the twentieth century At a time when people's faith in government and higher education is being sorely tested this book sheds new light on the close relations between American higher education and politics Government Reports
Announcements & Index ,1994 **The Publishers' Trade List Annual** ,1979

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