

JANUARY ... DOES IT BRING YOU JOY?

- 1 January is the time for renewal on many fronts. It's the time of the year to re-evaluate everything. If something or someone doesn't bring you joy, it's pretty pointless carrying on with it. If we want the best, we must do our best. We must keep our family space safe and secure so that we are thriving as a people and as a nation. 5
- 2 In order to live their best lives, people are spreading themselves thinner and thinner with multiple streams of income. In the process we earn more but live less, we lose our focus of what is important.
- 3 With social media, keeping up with other Instagrammers are having a devastating effect on self-perception. Everything appears to be real perfect, but the fabric of our society is frazzled. Use January to take stock and start navigating new ways of doing things. Instead of multiple streams of sole sessions, travel more, and connect with people and places that bring you joy. 10

[Adapted from *The Juice*, January 2020]

QUESTIONS: TEXT F

- 5.1 Refer to line 1.
Provide a synonymous phrase for 'on many fronts'. (1)
- 5.2 What is the function of the hyphen in 're-evaluate' (line 2)? (1)
- 5.3 Rewrite the following sentence in the passive voice.
'If something or someone doesn't bring you joy, it's pretty pointless carrying on with it' (lines 2–3). (1)
- 5.4 Remove the redundancy in paragraph 1. (1)

Grade 11 Question Paper 2013 Final Exam

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OECD Reviews of Evaluation and Assessment in Education: Serbia Maghnouj Soumaya, Salinas Daniel, Kitchen Hannah, Guthrie Caitlyn, Bethell George, Fordham Elizabeth, 2020-03-20 This review developed in cooperation with UNICEF provides Serbia with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Serbia as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students

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Joseph A. Bulko, 2013-09-12 I was born in Jarabina in Northeastern Slovakia in 1939 a town of approximately 280 homes founded in 1329 The town consisted of private homes a church a school up to the 6th grade and a general store with a bar and a dance hall for the town s use for weddings and dances on special holidays I was born in 1939 at the start of World War II This was written because of the urging of my children without whose encouragement it would not have been written I hope you enjoy reading it Love Dad

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 Environmental Studies and Pedagogy Practice Sets 1 2 *The Charisma Machine* Morgan G. Ames, 2019-11-19 A fascinating
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 chronicles the life and legacy of the One Laptop per Child project and explains why despite its failures the same utopian
 visions that inspired OLPC still motivate other projects trying to use technology to disrupt education and development
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 of children across the Global South with a small sturdy and cheap laptop computer powered by a hand crank In reality the
 project fell short in many ways starting with the hand crank which never materialized Yet the project remained charismatic
 to many who were captivated by its claims of access to educational opportunities previously out of reach Behind its promises
 OLPC like many technology projects that make similarly grand claims had a fundamentally flawed vision of who the computer
 was made for and what role technology should play in learning Drawing on fifty years of history and a seven month study of a
 model OLPC project in Paraguay Ames reveals that the laptops were not only frustrating to use easy to break and hard to
 repair they were designed for technically precocious boys idealized younger versions of the developers themselves rather
 than the children who were actually using them *The Charisma Machine* offers a cautionary tale about the allure of technology
 hype and the problems that result when utopian dreams drive technology development **Education in a Federal UK** John
 Furlong, Ingrid Lunt, 2019-10-23 Britain s two recent referenda on Brexit 2016 and on Scottish independence 2014 have
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 media and the political elite have woken up to the fact that in different parts of the UK there are different histories different
 aspirations and different imagined futures in relation to a whole range of vitally important political issues But what the public

debate often fails to recognise is that in many areas of public life perhaps especially education the UK is already a federal state and in key respects has been so for many years The aim of this volume is therefore to take stock to try and capture what the current state of educational policy and practice is across the whole of the UK This has been achieved by commissioning two different papers from each of the four countries Wales Scotland Northern Ireland and England The first is an overview exploring the distinctive history principles and current policies of each country The second paper has been specifically chosen as a case study of a key policy that highlights the distinctiveness of each country the Foundation Phase for Wales assessment policy in Scotland shared education initiatives in Northern Ireland and higher education policy in England Taken together these eight papers give an important insight into the complexities of educational policy and practice across the whole of the UK today This volume was originally published as a special issue of Oxford Review of Education **Success**

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