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Is Foundation Provision the solution to first year students' performance?

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Abstract content
 (Max 300 words)

An introduction of Foundation Provision Programme (FPP) in the physics content of first year physics has shown an observable improvement in the performance of the students. It was observed that one of the major sources of difficulty experienced by students in understanding physics concepts was caused by the lack of mathematical skills which are not fully developed as they exit Further Education and Training (FET) level. An introduction of the mathematical concepts within the physics content at the beginning of main physics syllabus at University of Johannesburg (UJ) for a four-year programme was observed to produce improved results [Sondezi-Mhlungu, SAIP2011]. However, at the beginning of 2012 the content of the first section of FPP was introduced within the physics content as compared to what was done and reported in the previous year. This simultaneous simulation of both physics and mathematical basic concepts was observed and analyzed and the recommendation of the better method is suggested based on the student's performances in the first term of 2011 and 2012, respectively.

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