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Death of an Outcome Revisited.

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Previous studies in which physics examinations at matriculation and first-year level have been analysed, have described evidence of a favoured question-type that can be taught explicitly and relatively easily mastered. This favoured question-type typically makes up such a disproportionately large fraction of the marks for an examination that candidates can pass the examination without having to demonstrate any real problem-solving ability. This has been offered as a tentative and partial explanation for a perceived weakness in students' problem-solving ability. What has not been reported on previously, is the question of candidate performance relative to question-type, which has in the past been difficult because of lack of access to the relevant data. In the last few years the Department of Basic Education has been publishing "Diagnostic Reports" of the South African matriculation results each year which have been featuring the average marks earned per sub-section by the candidates. This makes it possible now to analyse an examination and classify the questions (according to the typology developed in our earlier studies) and then compare the patterns emerging with the average performance of the examination candidates. The results of this analysis will be presented and discussed.

Apply to be considered for a student award (Yes / No)?

No

Level for award (Hons, MSc, PhD, N/A)?

N/A

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