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**Aysel, Tugba; O'Shea, Ann; Breen, Sinead**

**A classification of questions from Irish and Turkish high-stakes examinations.**

Smith, C. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 31, No. 1. Proceedings of the day conference, Institute of Education, London, UK, March 11, 2011. London: British Society for Research into Learning Mathematics (BSRLM). 13-18 (2011).

Summary: In both Turkey and Ireland entrance to third level education is determined by performance on a high-stakes examination at the end of second level education. However, the examination systems in Ireland and Turkey are quite different from each other. In order to compare the examinations we attempted to classify the types of questions asked in 2009 and 2010. We used various classification systems including the Levels of Cognitive Demand Framework developed by the QUASAR Project (Smith & Stein 1998). We will report on the use of these frameworks and the results obtained for the Turkish and Irish mathematics examinations.

*Classification:* D24 D54

*Keywords:* examinations; upper secondary; comparative studies; Turkey; Ireland; problem posing