

ZMATH 2016b.00874

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Learners' dealing with a financial applications-like problem in a high-stakes school-leaving mathematics examination.

Stillman, Gloria Ann (ed.) et al., Mathematical modelling in education research and practice. Cultural, social and cognitive influences. Cham: Springer (ISBN 978-3-319-18271-1/hbk; 978-3-319-18272-8/ebook). International Perspectives on the Teaching and Learning of Mathematical Modelling, 477-486 (2015).

Summary: Research of students' ways of working with modelling and applications-like problems in time-restricted examinations is rare. Using ideas and notions from ethnomethodology and the sociological study of work in science, the actual scripts of examinees were analysed to tease out the examinees' ways of working with a modelling and applications-like problem in a high-stakes school-leaving examination. The analysis was anchored around the various agencies exerted by elements present in the context of high-stakes school-leaving examinations. Three ways of working which characterised the candidates' ways of working are focused on. It is demonstrated how the prevailing contexts of writing high-stakes examinations exercised agency for these ways of working. The pragmatic value of analysis of this nature is recommended.

Classification: M34 D64 D54

Keywords: modeling; school-leaving examination; assessment; financial mathematics

doi:10.1007/978-3-319-18272-8_40