

4.0 ASSESSMENT

4.1 Skills Weighting

Paper 1

Skill	Assessment objective	Weighting (%)
Knowledge and understanding	3.1	60
Problem Solving	3.2	40
TOTAL		100

Paper 2

Skill	Assessment objective	Weighting (%)
Knowledge and understanding	3.1	30
Problem solving	3.2	60
Practical skills	3.3	10
TOTAL		100

4.2 Scheme Of Assessment

The subject will be examined in three papers.

Paper	Paper description	Duration	Marks	Weighting (%)
1	Structured theory paper on Sections 1, 3, 4, 6 and 7 of the Syllabus. The paper consists of 10 - 12 compulsory questions.	3 hours	100	50
2	Written practical paper with two sections. Section A is on Section 5 of the syllabus with 5 compulsory questions. Section B is on Sections 2, 3 and 4 of the Syllabus and candidates are supposed to make a choice of two (2) out of three (3) questions.	3 hours	100	25
3	Project as specified in the project guidelines	5 terms	100	25
TOTAL				100

Zimsec O Level Shona Syllabus

Fay Chung



Zimsec O Level Shona Syllabus:

Education and Development in Zimbabwe Edward Shizha, Michael T. Kariwo, 2012-01-01 The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding, and the egalitarian approach to widening access to education. The nexus between education, democracy, and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language, and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political, and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking, and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political, and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators, and researchers, and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political, and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in-depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe. Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist universal elementary education to the disarray of contemporary socioeconomic crisis, covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide-ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education, how ideology, policy, international pressures, economic factors, and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia.

Zimbabwe National Bibliography, 1990 **Teacher in Zimbabwe**, 2014 **Ancient and Indigenous Wisdom Traditions in African and Euro-Asian Contexts** Ehaab Abdou, Theodore Zervas, 2024-08-01 This book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures, histories, and wisdom traditions. With a focus

on representations and classroom practices related especially to ancient and Indigenous wisdom traditions and cultures it includes unique contributions from scholars studying these questions in various contexts The book offers a range of important studies from key African and Euro Asian contexts including Afghanistan Albania Greece Iran South Africa Sweden T rkiye and Zimbabwe The various chapter contributions address and discuss nuances of each of the contexts under study The contributions also help highlight some key commonalities across these contexts including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions misrepresentations and marginalization In addition to seeking to reconcile with some of these ancient and Indigenous wisdom traditions and cultures the book charts a path forward towards more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these aforementioned geographic contexts and beyond It will appeal to scholars researchers undergraduate and graduate students with interests in Indigenous education curriculum studies citizenship education history of education religion and educational policy

Now That the Dust Has Settled Athanasio

Dzadagu,2015-03-26 In this book I try to explore why one section of the Catholic Community connected with the late Archbishop Chakaipa was overtaken by great remorse when he died while another went into jubilation This leads me into the examination of what kind of person Archbishop Chakaipa was I do this in the context of his family background and his priestly and Episcopal ministries He was of the Unendoro clan with a history tracing back to Karanga roots In his Seminary years he wrote five Shona novels which became very influential in developing Shona literacy He earned enduring respect across the entire Zimbabwean nation for this achievement Within Church circles Archbishop Chakaipas name is synonymous with the policy of self reliance which was his signal achievement in the Archdiocese of Harare He was determined to see the development of indigenous Zimbabwean writers frustrated that the world of ideas in Zimbabwe was dominated by Eurogenic of European origin missionaries In his view such Eurogenic intellectual domination undermined Zimbabwean and African independence In the book I argue that while Archbishop Chakaipa was a hero indeed one deserving of canonisation as a Catholic saint true respect for him should also acknowledge his negative qualities

Annual Report of the Secretary for Education, Sport and Culture for the Year Ended 31st Dec. ... Zimbabwe. Ministry for Education, Sport and Culture,1996

Annual Report of the Secretary for Education for the Year Ended ... Zimbabwe. Ministry of Education,1995

Moto ,2000 *An Investigation of Secondary School Language Teachers' Conceptions of Literacy and how These Conceptions Relate to Literacy Instruction in Zimbabwe* Albert Natsa,1994

Multidisciplinary Humane Perspectives on Education Lawrence Ogbo Ugwuanyi,2024-01-16

While the majority of mankind access education and while different ideologies and philosophies may motivate education educational delivery and attainment it is important to discuss how through these humanity may become more human by realising its full potential This book addresses issues such as equality inclusiveness cosmopolitan worldviews and conflicting pressures in education in a manner that makes every member of the

human community accountable to the others through education **Occasional Papers** ,1993 Oral Tradition in Southern Africa Ngwabi Bhebe,2002 (Re)Constructing Memory: Textbooks, Identity, Nation, and State James H. Williams,Wendy D. Bokhorst-Heng,2016-07-08 This book engages readers in thirteen conversations presented by authors from around the world regarding the role that textbooks play in helping readers imagine membership in the nation Authors voices come from a variety of contexts some historical some contemporary some providing analyses over time But they all consider the changing portrayal of diversity belonging and exclusion in multiethnic and diverse societies where silenced invisible marginalized members have struggled to make their voices heard and to have their identities incorporated into the national narrative The authors discuss portrayals of past exclusions around religion ethnicity sexual orientation as they look at the shifting boundaries of insider and outsider This book is thus about who we are not only demographically but also in terms of the past especially how and whether we teach discredited pasts through textbooks The concluding chapters provides ways forward in thinking about what can be done to promote curricula that are more inclusive critical and positively bonding in increasingly larger and more inclusive contexts **Festschrift Rufus H. Gouws** Willem Botha,Paul Mavoungou,Dion Nkomo,2013-06-01 The range of languages covered by the lexicographic investigations reported on e g Afrikaans English Northern Sotho Yilumbu Fang French and Dutch is a clear indication of the wide ranging influence of Rufus Gouws to whom the work is dedicated **Contrastive Rhetoric in Shona and English** Juliet Thondhlana,2000 The influence of the learner s mother tongue on the use of a second language has long been of interest within applied linguistics Whilst most studies have focused on the sentence level contrastive rhetoric has broadened this area of investigation to the levels of discourse and text This study explores and applies the approach to written English and Shona of Shona native speakers in Zimbabwe It is both theoretical and practical highlighting the importance of multi dimensional andnon evaluative analytical frameworks and providing information for second language teachers and learners **New Leaders, New Dawns?** Chris Brown,David Moore,Blair Rutherford,2022-06-17 In late 2017 and early 2018 South Africa and Zimbabwe both experienced rapid and unexpected political transitions In Zimbabwe Robert Mugabe the only leader the country had ever known was replaced in a soft coup by his erstwhile vice president Emmerson Mnangagwa Over a twelve day period in February 2018 South African president Jacob Zuma was prematurely forced from office by his former deputy president Cyril Ramaphosa The widespread popular rejoicing that accompanied their arrival compounded the shock of these sudden transitions New Leaders New Dawns explores these political transitions and the way they were received Contributors consider how the former liberation heroes Mugabe and Zuma could have fallen so low the underlying reasons for their ouster what happened to their liberation movements turned ruling parties and perhaps most importantly what the rise to power of Ramaphosa and Mnangagwa foreshadowed Bringing together fourteen leading international scholars of southern Africa and adopting a political economy framework this volume argues that the changes in leadership are welcome but insufficient While the time had come for Zuma

and Mugabe to go there is little in the personal histories or early policy actions of Ramaphosa and Mnangagwa that suggests they will be capable of addressing the profound social economic and political problems both countries face New Leaders New Dawns reveals that despite what these new leaders may have promised a new dawn has not yet arrived in southern Africa

Zambezia, 1989 Critical Perspectives on Teaching in Prison Rebecca Ginsburg, 2019-05-14 This volume makes a case for engaging critical approaches for teaching adults in prison higher education or college in prison programs This book not only contextualizes pedagogy within the specialized and growing niche of prison instruction but also addresses prison abolition reentry and educational equity Chapters are written by prison instructors currently incarcerated students and formerly incarcerated students providing a variety of perspectives on the many roadblocks and ambitions of teaching and learning in carceral settings All unapologetic advocates of increasing access to higher education for people in prison contributors discuss the high stakes of teaching incarcerated individuals and address the dynamics conditions and challenges of doing such work The type of instruction that contributors advocate is transferable beyond prisons to traditional campus settings Hence the lessons of this volume will not only support readers in becoming more thoughtful prison educators and program administrators but also in becoming better teachers who can employ critical democratic pedagogy in a range of contexts

Archives of Times Past Cynthia Kros, Geoffrey Blundell, Jan Boeyens, Sekibakiba Peter Lekgoathi, Amanda Esterhuysen, Grant McNulty, Rachel King, Hlonipha Mokoena, Lize Kriel, Fred Morton, Muchaparara Musemwa, Ndukuyakhe Ndlovu, Sifiso Mxolisi Ndlovu, Himal Ramji, Justine Wintjes, 2022-02 Archives of Times Past explores particular sources of evidence on southern Africa's time before the colonial era It gathers recent ideas about archives and archiving from scholars in southern Africa and elsewhere focusing on the question How do we know or think we know what happened in the times before European colonialism The essays by well known historians archaeologists and researchers engage these questions from a range of perspectives and in illuminating ways Written from personal experience they capture how these experts encountered their archives of knowledge beyond the textbook The essays are written at a time when public discussion about the history of southern Africa before the colonial era is taking place more openly than at any other time in the last hundred years They will appeal to students academics educationists teachers archivists and heritage museum practitioners and the general public

Re-living the Second Chimurenga Fay Chung, 2006 This retrospective offers a first hand account on internal conflicts in ZANU during the 1970s which resulted in the defeat of its left wing Chung's narratives include her experiences in two guerrilla camps She recalls her encounters with the charismatic Josiah Tongogara a legendary military commander during Zimbabwe's liberation war known as the second chimurenga who died at the threshold to Independence The personal recollection of a transition to national sovereignty concludes with an incisive analysis of developments after Independence It ends with Chung's vision for the Zimbabwe of the future Fay Chung served within the Ministry of Education in post colonial Zimbabwe for a total of fourteen years at the end as the Minister of Education and Culture Her

autobiographical account has the childhood experiences in colonial Rhodesia as a point of departure Like many other Zimbabwean intellectuals she joined the liberation struggle From the mid 1970s she worked within the ZANU organised educational sphere

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