



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL (ZIMSEC)

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2015 Zimbabwe Ordinary Level Exams

Kathleen Smithers



2015 Zimbabwe Ordinary Level Exams:

STEM Education in Poverty Brantina Chirinda, Gladys Sunzuma, Perkins Muredzi, 2025-07-15 This book is about Science Technology Engineering and Mathematics STEM education in poverty and the lessons we learn from Zimbabwe The world is driving towards the fourth Industrial Revolution 4IR where economic growth has been attributed to STEM education STEM education is vital in this era where both developed and developing countries are undergo rapid changes Globally STEM education has been practised differently in schools and universities University programs new school curricula instructional methods extracurricular programs and professional development programs for in service teachers have been created to cater to STEM subjects STEM education is envisioned to produce critical thinkers inventors creators problem solvers innovators and professionals who will solve the world s ever changing challenges including inequity food insecurity climate change inequality and poverty STEM is essential to modern education Zimbabwe has faced significant economic challenges but has made remarkable strides in STEM education By examining the successes and challenges of STEM education in Zimbabwe we can learn valuable lessons about improving STEM education in underserved communities This book contributes to the international debate surrounding the optimal STEM education for students in underserved schools It incorporates detailed accounts of STEM education in Zimbabwe schools shedding light on the challenges students and educators face in impoverished areas In Zimbabwe STEM education faces significant challenges such as materials and facilities pedagogy policy reform access and relevance Some of the main issues highlighted in this book are the need for more resources including funding teaching materials and adequate laboratories Effective STEM pedagogy is hampered by an education system that emphasises the curriculum and teacher centred focus instead of focusing on how students can be taught or learn Research has shown that in Zimbabwe STEM teachers must apply inventive pedagogies and suitable learner centred STEM teaching approaches As a result there is a need for more STEM related programs and courses in schools and universities to improve the opportunities for students to pursue careers in these fields Another challenge is the need for more awareness about the opportunities and importance of STEM education and interest in STEM subjects among students which can be attributed to a lack of exposure and understanding of the relevance and importance of these fields in today s world While lack of resources and other challenges hinder effectiveness opportunity lies in promising pathways of policy and practice In Zimbabwe there is a varying degree of success in the implemented competence based curriculum which emphasises inquiry based learning and STEM education Finally there is a need for early exposure to STEM based career opportunities and for more collaboration between the government private sector and educational institutions to address these challenges and promote STEM education in Zimbabwe This book uses Zimbabwe as an example to explore STEM education in poverty By examining the successes and challenges of STEM education in Zimbabwe this book offers valuable insights into how STEM education can be integrated into the curriculum in countries with developing and emerging economies This book is an

essential resource for anyone interested in improving STEM education in underserved communities **ZCBC Pastoral Letters: 1986-2015**, 2015 *Teaching African History in Schools*, 2020-11-04 Emerging from the pioneering work of the African Association for History Education AHE Afrika Teaching African History in Schools offers an original Africa centred contribution to international history education research Edited by AHE Afrika s founders and directors the volume thus addresses a notable gap in this field by showcasing otherwise marginalised scholarship from and about Africa Teaching African History in Schools constitutes a unique collection of nine empirical studies interrogating curriculum and textbook contents and teachers and learners voices and experiences as they relate to teaching and learning African history across the continent and beyond Case studies include South Africa Kenya Rwanda Zimbabwe Malawi Cameroon and Tanzania as well as the UK and Canada Contributors are Denise Bentrovato Carol Bertram Jean Leonard Buhigiro Annie Fatsereni Chiponda Raymond Nkwenti Fru Marshall Tamuka Maposa Abdul Mohamud Sabrina Moisan Reville Nussey Nancy Rushohora Johan Wassermann and Robin Whitburn Implementing Deeper Learning and 21st Century Education Reforms Fernando M. Reimers, 2020-11-04 This open access book is a comparative analysis of recent large scale education reforms that broadened curriculum goals to better prepare students for the 21st century The book examines what governments actually do when they broaden curriculum goals with attention to the details of implementation To this end the book examines system level reforms in six countries at various levels of development The study includes system level reforms in jurisdictions where students achieve high levels in international assessments of basic literacies such as Singapore and Ontario Canada as well as in nations where students achieve much lower levels such as Kenya Mexico Punjab Pakistan and Zimbabwe The chapters examine system level reforms that focus on strengthening the capacity to teach the basics as in Ontario and Pakistan as well as reforms that aim at building the capacity to teach a much broader set of competencies and skills such as Kenya Mexico Singapore and Zimbabwe The volume includes systems at very different levels of spending per student and reforms at various points in the cycle of policy implementation some just starting some struggling to survive a governmental transition and others that have been in place for an extended period of time From the comparative study of these reforms we aim to provide an understanding of how to build the capacity of education systems to teach 21st century skills at scale in diverse settings Gendered Spaces, Religion and Migration in Zimbabwe Ezra Chitando, Sophia Chirongoma, Molly Manyonganise, 2022-10-12 This book explores the intersections of gender religion and migration within the context of post independent Zimbabwe with a specific focus on how gender disparities impact economic development By demonstrating how these interconnections impact women s and girls lived realities the book addresses the need for gender equity gender inclusion and gender mainstreaming in both religious and societal institutions This book assesses the gender and migration nexus in Zimbabwe and examines the impact of religio cultural ideologies on the status of women In doing so it assesses the transition of Zimbabwean women across spaces and provides insights into the practical strategies that can be utilised to

improve their status both at home and on the move Furthermore chapters show how space continues to be genderised in ways that perpetuate structural inequality to challenge the exclusion of women from key social processes Contributing to ongoing scholarly debates on gender in Africa this book will be of interest to academics and students of Gender Studies Women s Studies African Studies Development Studies as well as advocates of human rights and gender activists

Sociology A-Level (ZIMSEC) Past Exam Questions and Model Answers David Chitape, 2024-06-06 This book contains the most comprehensive question bank and model answers for ZIMSEC A Level exam questions It also includes syllabus review notes and exercises Examiners provide observations and tips and point out common errors that students make when answering questions If you use this book faithfully you can't fail and the Grade A is very much within your reach

Raising the Impact of Education Research in Africa Charl C. Wolhuter, 2018-12-01 The low demonstrable effect of education research done in South Africa in particular and Africa in general continues to be a problem in scientific records in the educational sciences This scholarly collected work addresses this obstacle and focuses on recommendations from scholars in different sectorial categories in the field of education Scholars from a variety of sub fields within the educational sciences reflect on this particular matter revisiting the history of research and research outcomes and offering informed recommendations based on in depth investigation and analysis of aspects of the various discourses within the relevant sub fields The scope of the content of this collected work centres on the issue of the lack of scientific records concerning the scientific raising of the impact of education research The book aims at making a specific contribution to the educational sciences by stimulating scholarly discussion around how to increase the recording of the significance of educational research done in Africa and in South Africa in particular and to redirect the research agenda into the direction of making more impact Impact is conceptualised to mean both scholarly impact that is being cited and being used as foundation for theory building and for further research and practical impact that is improvement of practice teaching and learning in education institutions at all levels

Handbook of Research on Social Inequality and Education Wisdom, Sherrie, Leavitt, Lynda, Bice, Cynthia, 2019-06-28 In comparing one public school to another discussions frequently include talk concerning the socioeconomics of a school or district which then leads to talk about the advantages that one socioeconomic setting has over another Educators tend to agree that low academic achievement frequently associated with a low socioeconomic status is a characteristic difficult to resolve for a population of school children The Handbook of Research on Social Inequality and Education is a critical reference source that provides insights into social influences on school and educational settings Featuring an array of topics including online learning social mobility and teacher preparation this book is excellent for educational leaders educational researchers teachers academicians administrators instructional designers and teacher preparation programs

Marginality, Migration and Education Winniefridah Matsa, 2020-12-21 This book provides a missing link between marginality migration and education in Zimbabwe focusing on the educational experiences of migrants

children in an effort to influence government policies concerning migrant parents and their left behind children While there is a large body of knowledge on the education of children of immigrants in destination countries this book aims to fill in the gap by addressing the children who do not migrate with their parents Through this unique approach the book examines the education statuses of these left behind children offering insights into their educational challenges rights and inequities to better inform policy decisions to meet the 2030 education agenda for action established by the United Nations in 2015 The book will of interest and use to governments NGOs teachers and local communities in Africa as a resource to better understand the situation of migrants left behind children as a category of vulnerable children in difficult circumstances

Handbook of Research on Inequities in Online Education During Global Crises Kyei-Blankson, Lydia,Blankson, Joseph,Ntuli, Esther,2021-05-07 In response to the COVID 19 pandemic many educational institutions implemented social distancing interventions such as initiating closure developing plans for employees to work remotely and transitioning teaching and learning from face to face classrooms to online environments The abrupt switch to online teaching and learning for the most part has been a massive change for administration faculty and students at traditional brick and mortar universities and colleges as concerns regarding the pedagogical soundness of this mode of delivery remain among some stakeholders Not only that but the switch has also revealed the inequities in the system when it comes to the types of students universities serve It is important as institutions move forward with online instruction that consideration be made about all students and what policies and strategies need to be put into place to help support and meet the needs of all constituents now or when unprecedented situations arise The only way this can be done is by documenting the experiences through the eyes of faculty who were at the frontline of providing instruction and advising services to students The Handbook of Research on Inequities in Online Education During Global Crises brings to light the struggles faculty and students faced as they were required to switch to online education during the global COVID 19 health crisis This crisis has revealed inequities in the educational system as well as the specific effects of inequities when it comes to learning online and the chapters in this book provide information to help institutions be better prepared for online education or remote learning in the future While highlighting topics such as new educational trends remote instruction diversity in education and teaching and learning in a pandemic this book is ideal for in service and preservice teachers administrators teacher educators practitioners stakeholders researchers academicians and students interested in the inequalities within the educational systems and the new policies and strategies put in place with online education to combat these issues and support the needs of all diverse student populations

Tourism, Philanthropy and School Tours in Zimbabwe Kathleen Smithers,2024-08-05 This book explores the phenomena of school tours and tourism It explores tensions of authenticity and artificiality in the school site being both a place of community learning and a spectacle for tourism consumption Through the example of a school in Matabeleland North Zimbabwe the book examines the act of a school tour whose main aim is to providing fund for the school

It offers a unique interdisciplinary lens that examines both the school as a tourism destination and as a site of learning. By drawing on these two fields, the book provides insights into the tensions inherent in a school that is also a tourism destination. This book will demonstrate to readers the tensions present in tourism partnerships with schools that include some source of philanthropic funding and unpack the complexities of tourism that draws on stereotypical cultural images. It explores these tensions through the lens of school leaders, students, teachers, and tourism personnel. The book provides a major and unique contribution to the field of tourism studies and education. It will be of interest to students and researchers interested in tourism studies, sociology, education, philanthropy, development studies, and the Global South.

Restoring the Educational Dream. Rethinking Educational Transformation in Zimbabwe Shizha, Edward, 2013-12-07. The role of education in human well-being and social development cannot be overestimated. After a number of highly commendable policies on education in the first decade of independence, the education system in Zimbabwe has taken a tumble that needs both examining and rectifying. This volume analyses the challenges facing the education system in Zimbabwe and explores and scrutinises theoretical and practical possibilities for restoring the educational dream that was initiated at independence in 1980. The book is targeted at academics, scholars, college and university students, policy makers, and other stakeholders and advocates a multi-pronged approach that must involve all stakeholders if educational retransformation, reconstruction, and restoration are to be achieved. The authors provide a range of recommendations for a project that would restore the educational dream in Zimbabwe.

Zimbabwe Medium Term Plan, 2011 - 2015, 2011. *Social Justice and Culturally-Affirming Education in K-12 Settings* Chitiyo, Jonathan, Pietrantonio, Zachary, 2023-01-27. Social justice is a philosophy that has gathered momentum over the past few years to bring to light the inequities that exist within our society. In the field of education, social justice illuminates the challenges that marginalized students and minority students face compared to other students. *Social Justice and Culturally Affirming Education in K-12 Settings* seeks to bring together social scientists, researchers, and other practitioners to delve into social justice issues in K-12 settings and considers the various challenges and future directions that are associated with this field. Covering key topics such as inclusive education, educational reform, and school policies, this reference work is ideal for administrators, policymakers, researchers, academicians, practitioners, scholars, instructors, and students.

Mapping research and innovation in the Republic of Zimbabwe Lemarchand, Guillermo A., Schneegans, Susan, 2014-08-11. Discrimination and Access to Justice in Africa Wellman Kondowe, Paul Svongoro, 2025-05-23. There are different forms of discrimination. Among others, people can be discriminated against on the basis of their ethnic grouping, political affiliation, race, gender, age, and language. This book focuses on linguistic discrimination in Africa, acknowledging that language plays a key role in the delivery of justice and much of what transpires in justice systems deals with language use. It argues that to achieve fairness, the state has a responsibility to put in place accommodations aimed at reducing linguistic vulnerability. The collection interrogates some of the issues that are common in

Africa which is arguably one of the most linguistically diverse continents in the world bringing together a collection of case studies from Malawi South Africa Zimbabwe Tanzania Kenya and Zambia It presents practical insights from academics legal professionals and social scientists Divided into five thematic parts the first addresses communication and linguistic challenges faced by children in the legal system Theme 2 examines the position of witnesses with physical challenges The third theme focuses on language as a barrier in access to justice Theme 4 looks at the language of the court as a major barrier to the poor and the illiterate The fifth and final theme examines the position of women in sexual assault cases The collection will be of interest to academics researchers and policymakers working in the areas of law and language human rights law criminology linguistics and African Studies

Indigenous Studies: Breakthroughs in Research and Practice Management Association, Information Resources, 2019-10-11 Global interest in indigenous studies has been rapidly growing as researchers realize the importance of understanding the impact indigenous communities can have on the economy development education and more As the use acceptance and popularity of indigenous knowledge increases it is crucial to explore how this community based knowledge provides deeper insights understanding and influence on such things as decision making and problem solving Indigenous Studies Breakthroughs in Research and Practice examines the politics culture language history socio economic development methodologies and contemporary experiences of indigenous peoples from around the world as well as how contemporary issues impact these indigenous communities on a local national and global scale Highlighting a range of topics such as local narratives intergenerational cultural transfer and ethnicity and identity this publication is an ideal reference source for sociologists policymakers anthropologists instructors researchers academicians and graduate level students in a variety of fields

ADVANCED INTERNATIONAL BESTSELLER THE WORLD'S LARGEST BEST SELLING ENGLISH GRAMMAR BOOK A1 PRIMARY & HIGHSCHOOL ENGLISH GRAMMAR Dr. Madhuri , 2024-08-31 The most popular English Grammar Book A1 PRIMARY HIGHSCHOOL ENGLISH GRAMMAR is the most informative book specially designed for the Primary and Highschool Children A1 Primary Highschool English Grammar is an essential resource for learners of all levels from beginners to advanced This comprehensive guide covers a broad range of grammar topics including the eight parts of speech sentence structure verb conjugation and more Each of the 19 chapters offers clear explanations and practical exercises to enhance both writing and speaking skills Key areas include word order adjectives and adverbs prepositions and conjunctions and advanced concepts like modality and discourse analysis With a user friendly approach and a detailed grammar index this book is designed to improve communication and language proficiency Praised as a global bestseller it is an invaluable tool for anyone looking to refine their English grammar skills effectively Whether for primary or high school students this book provides a thorough understanding of English grammar

Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries Ngulube, Patrick, 2016-09-12 There has been a growth in the use acceptance and popularity of indigenous knowledge High rates of

poverty and a widening economic divide is threatening the accessibility to western scientific knowledge in the developing world where many indigenous people live. Consequently, indigenous knowledge has become a potential source for sustainable development in the developing world. The Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries presents interdisciplinary research on knowledge management, sharing, and transfer among indigenous communities. Providing a unique perspective on alternative knowledge systems, this publication is a critical resource for sociologists, anthropologists, researchers, and graduate-level students in a variety of fields. **Higher**

Education, Youth and Migration in Contexts of Disadvantage Faith Mkwanzani, 2018-11-30. This book explores the lives, experiences, and the formation of higher educational aspirations among marginalised migrant youth in South Africa. Using a case study based in Johannesburg, the author illuminates their voices in order to demonstrate the reality faced by these young people in the context of migration to the Global South. Within the complex landscape of global and African migration, this book draws on detailed narratives to understand the conditions under which aspirations for higher education are or are not developed. In doing so, the author highlights the value of understanding individual lives, experiences, and opportunities from a human development point of view, capturing the multidimensional disadvantages experienced by migrants in a balanced, intersectional manner. Balancing empirical data with theoretical analysis, this volume tells a rich, nuanced story about marginalised migrant youth, an essential work for understanding the conditions necessary for such youth to live valuable lives in both local and international contexts. This book will appeal to students and scholars of youth migration, aspiration, and educational opportunities, particularly within the Global South.

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