

## Zimsec Olevel English Past Exam Papers

**From Testing to Assessment: English as an International Language** provides a critical review of conventional and alternative approaches to the assessment of English literacy skills in various parts of the world. It presents empirical studies conducted in three major settings: in countries such as Japan and Brazil where English functions as the language of international commerce; in multilingual countries such as Nigeria and Zimbabwe where English is the national language of education and government; and in such countries as Canada, the United Kingdom and the United States where English is the dominant language. The book opens with a discussion of language assessment in relation to debates about the nature of literacy; it concludes with a discussion of policy implications, which is grounded in literacy theory as well as in practical constraints such as available human and material resources. In-service teacher professional development is central to most empirical conceptions of educational quality. As the techniques and strategies for educational reform have spread rapidly throughout the world, teacher professional development practices have been borrowed across borders. It is important to study the global sharing of information on teacher professional development. **Global Perspectives on Teacher Performance Improvement** examines the implementation of proven, high quality teacher professional development practices in unique environments around the world. It further explains the power of a globally connected community of teacher quality improvement. Covering topics such as mentoring programs, education technology, and education workforce, this book is an essential resource for educational administration and faculty, pre-service teachers, the public education sector, government officials, educators of both K-12 and higher education, researchers, and academicians. **Education and Development in Zimbabwe**Springer Science & Business Media **Zimbabwe National Bibliography** **Teacher Education for Languages for Specific Purposes** **From Testing to Assessment** **Mathematics Education Across Time and Place** **A Multilevel Analysis** **Women's Lives around the World: A Global Encyclopedia [4 volumes]**

This volume lists the work produced on anglophone black African literature between 1997 and 1999. Containing thousands of entries, it covers books, periodical articles, papers in edited collections and selective coverage of other relevant sources.

This collected volume addresses issues pertaining to education and migration from a variety of philosophical and ethical perspectives. It is high time to critically analyze ethical issues in education under conditions of globalization, not only because migration and globalization are topical issues, but also because dominant academic approaches in the ethics and political philosophy of education have a tendency to narrow their focus on the education of sedentary citizens. However, many learners and educators experience high levels of both voluntary and constrained mobility. The contributions to **Education and Migration** address issues pertaining to migration-related education from a variety of ethical and philosophical perspectives, including analytic applied ethics, continental philosophy, care ethics, Hegelian philosophy, the capability approach and theories of distributive justice. Distinguished scholars, as well as younger researchers, from a variety of disciplines (educational scholars, lawyers, philosophers, psychologists and sociologists) tackle in these eight essays core issues in the ethics and political philosophy of education, such as citizenship education or justice in access to education, from a perspective that takes human mobilities into account. The collection puts a special emphasis on the diversity of migratory experiences, on the significance of education for citizens and non-citizen migrants, long-term residents and undocumented children, immigrants and return migrants. This book was originally published as a special issue of *Journal of Global Ethics*.

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LWATI

The Introduction and Implementation of Onscreen Marking in Hong Kong

Validating Technological Innovation

Annual Report of the Secretary for Education for the Year Ended ...

Argumentative Essays

**The Word Behind Bars and the Paradox of Exile** grew out of a workshop that brought together a group of African writers, including many who suffered imprisonment in their home countries and/or exile abroad. For some, the workshop prompted their first attempt to write about their experiences and to compare them with others whose life and art had come under similar constraints. This collection represents their assessments--in prose, poetry, and drama--of the many facets of the exile experience. The papers are as graphic, eloquent, and thought-provoking as they are varied in their subject matter and mode of communication. A powerful fusion of the personal and the political, **The Word Behind Bars and the Paradox of Exile** offers a timely perspective on conditions of literary production in many parts of Africa today.

**Mary Johnson Osirim** investigates the business and personal experiences of women entrepreneurs in Harare and Bulawayo, Zimbabwe, to understand their successes, challenges, and contributions to development. These businesswomen work in the microenterprise sector--which is defined as businesses that employ five workers or fewer--with many working as market traders, crocheters, seamstresses, and hairdressers. The women who took part in Osirim's research during the 1990s pursued their businesses, reinvested profits, engaged in innovation, and provided employment, and through their work supported households and extended family and social networks. Osirim finds that, despite major problems, the Zimbabwean businesswomen maintained their enterprises and their households and managed to contribute in significant ways to their community and national development in the face of an economic structural adjustment program. Osirim also explores the impact of state and non-governmental organizations on small business operations. **Enterprising Women in Urban Zimbabwe** offers a comprehensive study of women's role as entrepreneurs in the microeconomic sector that shows them as agents during challenging political and economic times.

**Since 2000, black squatters have forcibly occupied white farms across Zimbabwe, reigniting questions of racialized dispossession, land rights, and legacies of liberation. Donald S. Moore probes these contentious politics by analyzing fierce disputes over territory, sovereignty, and subjection in the country's eastern highlands. He focuses on poor farmers in Kaerezi who endured colonial evictions from their ancestral land and lived as refugees in Mozambique during Zimbabwe's guerrilla war. After independence in 1980, Kaerezians returned home to a changed landscape. Postcolonial bureaucrats had converted their land from a white ranch into a state resettlement scheme. Those who defied this new spatial order were threatened with eviction. Moore shows how Kaerezians' predicaments of place pivot on memories of "suffering for territory," at once an idiom of identity and entitlement. Combining fine-grained ethnography with innovative theoretical insights, this book illuminates the complex interconnections between local practices of power and the wider forces of colonial rule, nationalist politics, and global discourses of development. Moore makes a significant contribution to postcolonial theory with his conceptualization of "entangled landscapes" by articulating racialized rule, situated sovereignties, and environmental resources. Fusing Gramscian cultural politics and Foucault's analytic of governmentality, he enlists ethnography to foreground the spatiality of power. Suffering for Territory demonstrates how emplaced micro-practices matter, how the outcomes of cultural struggles are contingent on the diverse ways land comes to be inhabited, labored upon, and suffered for.**

**O-level Additional Mathematics Challenging Drill Questions (Yellowreef)**

**Language Planning in Africa**

**Zambezia**

**Contesting Terrain in Zimbabwe's Eastern Highlands**

**ZJER.**

**Zimbabwe Journal of Educational Research**

*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*

*Over the past years, few African countries have been the focus of discussions and analyses generating a vast array of literature as much as Zimbabwe. The socioeconomic and political crises since the turn of the century have deeply transformed the country from the ideals of a vibrant freshly independent nation just two decades earlier. These transformations have necessitated the call for the restructuring of Zimbabwean society, polity, and economy. But this literature remains exclusively within the realm of academic thinking and theorising, with no concerted effort to move beyond this by explicitly drawing out the policy implications. Beyond the Crises: Zimbabwe's Prospects for Transformation is a welcome addition to the academic and policy literature with a much broader and all-embracing focus in terms of policy interventions. By focusing on different aspects of social and economic justice, Murisa and Chikweche go beyond initiating a broad discussion on these two key pillars of human development with a view to suggesting possible future directions of practical solutions and policy development for the attainment of inclusive social and economic justice for Zimbabweans.*

*Zimbabwe's guerrilla veterans have burst into the international media as the storm troopers in Mugabe's new war of economic liberation. In this book, Norma Kriger gives the unfolding contemporary drama a historical background, and shows continuities between the present and past. Between 1980 and 1987, guerrilla veterans and the ruling party colluded with and manipulated each other to build power and privilege in the army, police, bureaucracy and among workers. Both relied chiefly on violence and appeals to their participation in the anti-colonial liberation war as they sought to vanquish their then political opponents. Today, violence and a liberation war discourse continue to be salient as Mugabe's party and its guerrilla veterans struggle to maintain power through land invasions and purges of a new political opposition. This study gives a critical review of guerrilla programs and the war-to-peace transitions literatures, thus changing the way we view post-conflict societies.*

*Contrastive Rhetoric in Shona and English*

*A Journal of Contemporary Research*

*Development of Education*

*Evangelistic Poetry & Zimbabwe's Adult Literacy Campaign*

*National Report of Zimbabwe*

*Two Major Assignments by a Former Btc Student 1984-87*

**This work summarizes and synthesizes the substantial crime prevention literature to provide an approachable and comprehensive text for students. It sets out a critical analysis in the context of the politics of criminal justice policy.**

**From her place in the store, Klara, an Artificial Friend with outstanding observational qualities, watches carefully the behaviour of those who come in to browse, and of those who pass in the street outside. She remains hopeful a customer will soon choose her, but when the possibility emerges that her circumstances may change for ever, Klara is warned not to invest too much in the promises of humans. In 'Klara and the Sun', Kazuo Ishiguro looks at our rapidly-changing modern world through the eyes of an unforgettable narrator to explore a fundamental question: what does it mean to love?**

**V.1. Abi-Bur v.2. Cam-Cro- v.3. Cub-Edu. v.4. Edu-Gen. v.5. Gen-Itc. v.6. Jam M au. v.7. Mau-Par. v.8. Par-Rec. v.9. Reg. Soc. v.10. Soc-Tea. v.11. Tec-Zim. v. 12. Indexes.**

**Black African Literature in English, 1997-1999**

**A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe**

**Guerrilla Veterans in Post-war Zimbabwe**

**Primary School Achievement in English and Mathematics in Zimbabwe**

**Zimbabwe Books in Print**

**Suffering for Territory**

Providing an in-depth look at the lives of women and girls in approximately 150 countries, this multivolume reference set offers readers transnational and postcolonial analysis of the many issues that are critical to the survival and success of women and girls. ◻ Presents a broad postcolonial feminist examination of the lives of women and girls worldwide through essays about the female experience in individual countries ◻ Provides sidebars that highlight details about individual women and interesting topics that affect women and girls ◻ Includes primary source documents that offer readers a direct look at important statements, laws, and policies about women and girls

This book discusses Hong Kong's use of onscreen marking (OSM) in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive, coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high-stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

This volume focuses on language planning in the Cameroon, Sudan and Zimbabwe, explaining the linguistic diversity, historical and political contexts, current language situation (including language-in-education planning), the role of the media, the role of religion and the roles of non-indigenous languages. The authors are indigenous to the situations described, and draw on their experience and extensive fieldwork there. The extended case studies contained in this volume draw together the literature on each of the polities to present an overview of the existing research available, while also providing new research-based information. The purpose of this volume is to provide an up-to-date overview of the language situation in each polity based on a series of key questions, in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise. This book comprises case studies originally published in the journal *Current Issues in Language Planning*.

The Word Behind Bars and the Paradox of Exile

Enterprising Women in Urban Zimbabwe

Education and Development in Zimbabwe

Mapping research and innovation in the Republic of Zimbabwe

Symbolic and Violent Politics, 1980◻1987

Abstracts Journal of the African Studies Centre Leiden

What is mathematics, and what aspects of it should be taught in schools? How and to whom should it be taught, and how should its understanding be assessed? These questions continue to drive curriculum development, school organization, teaching methods, and research agendas. Mathematics should be taught in our schools, but this was not always so. Mathematics Education Across Time and Place aims to help mathematics teachers, teacher educators, and anyone else interested in mathematics education appreciate the path this discipline has taken through the ages. The book is written in the context for schools and the place of mathematics within them, we meet a variety of mathematics educators from different times and places. Though fictional, their lives and social circumstances are based on historical documents and professional sources. They range from ancient Greece to British Columbia; from Islamic Baghdad to revolutionary Paris; from Elizabethan England to twentieth-century New York; and from the rural one-room schools of North America to the modern comprehensive secondary school. By sharing the teachers' lives, we come to understand teaching mathematics, and how their work fit into the larger social context of their time....

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 genre. This book provides an approach to written English and Shona of Shona native speakers in Zimbabwe. It is both theoretical and practical, highlighting the importance of multi-dimensional and non-evaluative analytical frameworks, and providing information for second language teachers and learners.

**Evangelistic Poetry & Zimbabwe's Adult Literacy Campaign:** Two major assignments by a former BTC Student 1984-87 as the title states are two pieces of inspirational and literary research work written in the form of both a depth study and a major assignment for the Belvedere School of Education respectively. Due to the time gap of over three decades between the time when I wrote the original assignments and the time I eventually managed to get the two tasks published, I must admit, as I converted the handwritten assignments into a typed manuscript, I was a bit more pronounced in the Evangelistic poetry probably because right from its onset it was dominantly more of what some readers might others might view as personal views or personal convictions which, I however personally view as dominantly 'divine inspiration'. Consequently, I seek to function as a vehicle which a reader can aboard and allow the Spirit of God drive them to their conviction or conversion point to experience the new spiritual birth if they have never reached that point before. Hence, in comparison with orthodox religious poems, these are poems that are winning the reader's soul for Christ if they are not 'born again'. Part 2 of the book mainly discusses Zimbabwe's post independence National Adult Literacy Campaign; problems and progress. It gives the reader a glimpse of the background and foundation work which eventually led to having the highest rate of literacy (reportedly around 92%) in contemporary Africa.

International Directory of Agricultural Education Institutions: Africa

The Cameroon, Sudan and Zimbabwe

Review of the Zimbabwean Press

The Shaping of Language Use and Literacy in Zimbabwe

Race, Place, and Power in Zimbabwe

Education in the New Zimbabwe