



**ZIMBABWE SCHOOL EXAMINATIONS COUNCIL  
GENERIC**

**ZIMBABWE GENERAL CERTIFICATE OF EDUCATION (GCE)**

**For Examination in November 2011 - 2017**

**O LEVEL SYLLABUSES**

**FASHION AND FABRICS (6051)  
FOOD AND NUTRITION (6064)  
HOME MANAGEMENT (6078)**

**2017 GENERIC DRAFT**

# Zimsec Shona Syllabus 0 Level

**David Chitate**



## **Zimsec Shona Syllabus O Level:**

**Zimbabwe** Brian Raftopoulos, Tyrone Savage, 2004 The author is from the Institute of Development Studies at the University of Zimbabwe He examines the paradox ensuing from the Lancaster House Settlement at Zimbabwe's independence that whilst colonial rule was ended the framework was provided for continued white privilege on the basis of control of the economy by this elite and through them transnational capital He analyses the responses of the ruling including official elite the black petty bourgeoisie and the group associated with the former Rhodesian Front 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      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 Bantrotato 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      **Learning to Live Together in Africa through History Education** Denise Bantrotato,2017-11-13 This study sheds light on the current state of history education in Africa and reflects on its potential to prepare this continent s learners for the challenges of learning to live together Drawing on an examination of school curricula and the experiences of educational stakeholders it identifies trends in the processes and outcomes of recent curricular revisions and discerns key challenges relating to the teaching and learning of history across Africa It scrutinises the place afforded to history within African education systems and surveys related contents and pedagogies While it identifies African history as a fundamental yet sensitive and controversial subject it also illustrates examples of present day curricular strategies to integrating a concern for promoting a culture of peace      *Teacher in Zimbabwe* ,2014      Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century Edward Shizha,Ngoni Makuvaza,2017-04-17 What have postcolonial Sub Saharan African countries achieved in their education policies and programmes How far have they contributed to successful attainment of the targeted 2015 Millennium Development Goals MDGs on education What were the constraints and barriers for developing an education system that appeals to the needs of the sub region Re thinking Postcolonial Education in Sub Saharan Africa in the 21st Century Post Millennium Development Goals is an attempt to demonstrate that Sub Saharan Africa has the potential and capability to provide solutions to challenges facing its desire and ability to provide sustainable education to its people To that end the contributors are academics with an African vision attempting to come up with African home grown perspectives to fill the gap created by the lapse of the MDGs as the guiding vision and framework for educational provision in Africa and beyond The book seeks to articulate and address African issues from an informed as well as objective African perspective The book is also intended to provide insights to scholars who are interested in studying and understanding the nature of postcolonial education in the Sub Saharan African region Given the objectives and themes of this book it is intended for academic scholars undergraduate and graduate students human rights scholars curriculum developers college and university academics teachers education policy

makers international organisations and local and international non governmental organisations that are interested in African education policies and programmes Rethinking Postcolonial Education in Sub Saharan Africa in the 21st Century provides contemporary reflections from multiple perspectives and re positions the issue of education at the forefront of the debates on African development Lamine Diallo Associate Professor Wilfrid Laurier University Canada The book is a welcome addition to discourses and analyses on education in sub Saharan Africa with reference to a postcolonial critique and the Millennium Development Goals framework on education in Africa Michael Tonderai Kariwo PhD Instructor and Research Fellow University of Alberta Canada

**A Practical Guide to Studying History** Tracey Loughran, 2017-01-12 PROSE Award Winner 2018 in the Textbook Humanities Category A Practical Guide to Studying History is the perfect guide for students embarking on degree level study The book introduces students to the concepts of historical objectivity frameworks and debate explains the differences in aims methods and audiences for different types of history explores the relationship between the skills developed during a history undergraduate degree and the practice of professional history helps students develop the practical skills required to read historical writing critically write good essays and participate in historical debates includes study questions further reading lists text boxes maps and illustrations The book incorporates case studies taken from a range of regions and periods reflecting the varied nature of historical study at university and helps students to understand history and to practice it successfully it is an indispensable guide to studying history

**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

(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 provide 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.

**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.

**The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era** Luigi Cajani, Simone Lässig, Maria Repoussi, 2019-06-28. This Handbook provides a systematic and analytical approach to the various dimensions of international, ethnic and domestic conflict over the uses of national history in education since the end of the Cold War. With an upsurge in political, social and cultural upheaval, particularly since the fall of state socialism in Europe, the importance of history textbooks and curricula as tools for influencing the outlooks of entire generations is thrown into sharp relief. Using case studies from 58 countries, this book explores how history education has had the potential to shape political allegiances and collective identities. The contributors highlight the key issues over which conflict has emerged, including the legacies of socialism and communism, war, dictatorships and genocide, issues which frequently point to tensions

between adhering to and challenging the idea of a cohesive national identity and historical narrative Global in scope the Handbook will appeal to a diverse academic audience including historians political scientists educationists psychologists sociologists and scholars working in the field of cultural and media studies 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 **Oral Tradition in Southern Africa** Ngwabi Bhebe, 2002

**The International status of education about the Holocaust** Carrier, Peter, Fuchs, Eckhardt, Messinger, Torben, Georg Eckert Institute for International Textbook Research (Germany), 2015-01-14 How do schools worldwide treat the Holocaust as a subject In which countries does the Holocaust form part of classroom teaching Are representations of the Holocaust always accurate balanced and unprejudiced in curricula and textbooks This study carried out by UNESCO and the Georg Eckert Institute for International Textbook Research compares for the first time representations of the Holocaust in school textbooks and national curricula Drawing on data which includes countries in which there exists no or little information about representations of the Holocaust the study shows where the Holocaust is established in official guidelines and contains a close textbook study focusing on the comprehensiveness and accuracy of representations and historical narratives The book highlights evolving practices worldwide and thus provides education stakeholders with comprehensive documentation about current trends in curricula directives and textbook representations of the Holocaust It further formulates recommendations that will help policy makers provide the educational means by which pupils may develop Holocaust literacy *Power in Contemporary Zimbabwe* Erasmus Masitera, Fortune Sibanda, 2018-04-20 In recent years the Zimbabwe crisis rendered the country and its citizens to be a typical case of failed states the world over Zimbabwean society was and is still confronted with different challenges which include political economic and social problems Attempts to overcome these challenges have thrown light on the power that rests within individuals and or groups to change and even revolutionize their localities communities states and ultimately the world at large Through experience individuals and groups have promoted ideas that have aided in changing mentalities attitudes and behaviors in societies at different levels This book brings together contributors from various academic disciplines to reflect on and theorize the contours of power including the intrinsic and or extrinsic models of power which pertain to individuals communities and or groups in order to transform society Reflections are on various groups such as political movements environmental movements religious groups advocacy groups gender groups to mention but a few as they struggle against marginalization discrimination exploitation and other forms of oppression showing their agency or compliance *The Palgrave Handbook of History and Social Studies Education*

Christopher W. Berg, Theodore M. Christou, 2020-04-03 This Handbook presents an international collection of essays examining history education past and present Framing recent curriculum reforms in Canada and in the United States in light of a century long debate between the relationship between theory and practice this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts With contributions ranging from Canada Finland New Zealand Sweden the Netherlands the Republic of South Africa the United Kingdom and the United States chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice

**People Making History** Peter S. Garlake, Andre Proctor, T. Barnes, 1985 Two titles complete the four part series of African history told by Africans from an African perspective Recommended for schools in Zimbabwe the series represents a reclaiming of history from the distortions of Eurocentric teaching Book 3 covers pre capitalist modes of production in Africa early merchant capitalism in Africa growth of industrial capitalism in Europe revolution and socialist transformation and capitalism in crisis Readers are encouraged to think critically and read the source material included In addition to giving attention to the great people in history the book focuses attention on the ordinary men and women peasant farmers workers mothers and children The people s voice is heard through direct quotations Book 4 covers colonialism and resistance Zimbabwe under colonial rule revolution and transformation and world ant imperialist struggles

*ZIMSEC Game Changer: Guaranteed Pass for 'O' and 'A' Levels* David Chitete, 2024-06-06 Unlock your full potential with our unparalleled series of exam coaching books for O and A Level Examinations Combining cutting edge technology and expert insights this book offers an unrivalled preparation tool to ensure your success Dive into this resource and experience a glimpse of the exceptional quality found throughout our Past Exam Question Bank series Take advantage of this opportunity and elevate your exam readiness to new heights

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

**People Making History** M. Prew, 1993 Two titles complete the four part series of African history told by Africans from an African perspective Recommended for schools in Zimbabwe the series represents a reclaiming of history from the distortions of Eurocentric teaching Book 3 covers pre capitalist modes of production in Africa early merchant capitalism in Africa growth of industrial capitalism in Europe revolution and socialist transformation and capitalism in crisis Readers are encouraged to think critically and read the source material included In addition to giving attention to the great people in history the book focuses attention on the ordinary men and women peasant farmers workers mothers and children The people s voice is heard through direct quotations Book 4 covers colonialism and resistance Zimbabwe under colonial rule revolution and transformation and world ant imperialist struggles

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operations for a large oil spill or a sons sampling strategy if appropriate job tasks could be separated into general zones of work activities such as off shore near shore and on shore operations

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web standard operating procedure pre planning for and responding to chemical spills page 5 of 7 investigator general safety location ehs revision 1 0 doc active date retired date 7 2 9 if the spill involves solid granular or powdered material take care not to create dusts while scooping the material into a sealable container

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