



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Ordinary Level

LITERATURE IN SHONA

4069/1

PAPER 1 Poetry and Indigenous Knowledge Systems

SPECIMEN PAPER

1 hour 30 minutes

Additional materials:
Answer paper

NGUVA: Awa nemaminitisi makumi matatu

RAYIRO KUVANYORI VEBVUNZO

Uchapiwa mapepa okunyorera nhinduro dzako.

Nyora zita rako, nhamba yenzvimbo yauri kunyorera nenhamba yako yawakapiwa somunyorori papepa roga roga remhinduro rawashandisa.

Pindura mibvunzo miviri chete.

Ukashandisa mapepa anodarika rimwe, asunganidze pamwe chete.

ZIVISO KUVANYORI VEBVUNZO

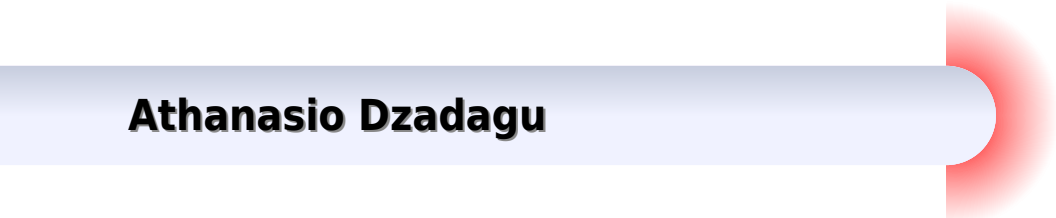
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Zimsec O Level Shona Literature Syllabus

Athanasio Dzado



Zimsec O Level Shona Literature Syllabus:

Now That the Dust Has Settled Athanasio Dzagagu, 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

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 ,1987 Moto ,2000 **Teacher in Zimbabwe** ,2014 **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 *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 0The 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 0The 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 **Annual Report of the Secretary for Education for the Year Ended ... Zimbabwe**. Ministry of Education,1995 Zimbabwe Books in Print ,1998 **Bulletin of the International Council for Traditional Music** International Council for Traditional Music,1998 **Oral Tradition in Southern Africa** Ngwabi Bhebe,2002 *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 **Zambezia** ,1989

Remembering Colonialism in Zimbabwe Ivan Marowa,Ushehwedu Kufakurinani,2023-12-14 This book examines the

various ways in which colonialism in Zimbabwe is remembered looking both at how people analyse perceive and interpret the past and how they rewrite that past elevating some players and their historical agency Inspired by the ongoing movement on decoloniality this book examines the ways in which generations of today question and challenge colonialism s legacies and their role in Zimbabwe s collective memories and history The book analyses the memorialising of both Mugabe and Mnangagwa in their speeches and during the political transition before going on to trace the continuing impact of colonialism across areas as diverse as dress code place naming agriculture religion gender and in marginalised communities such as the BaKalanga Drawing on the expertise of Zimbabwean scholars this book will appeal to researchers of decolonisation and of African history and memory *The African Book Publishing Record* ,2004

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

Trends in Language Syllabus Design John A. S. Read,1984 *The Book Chain in Anglophone Africa* Roger Stringer,2002 *New African* ,1993 *Report of the Presidential Commission of Inquiry Into Education and Training* Zimbabwe. Presidential Commission on Education and Training in Zimbabwe,1999

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