

## Zimsec November O Level English Paper 2 Mylinkore

The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty-one countries in nine different regions of the world. The handbook contains nine sections that provide regional overviews; a consideration of theoretical and contextual aspects; system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning. It also considers the challenge of educating current leaders for this new perspective, and how leaders themselves can develop leadership for learning in others and in their organisations, especially in diverse contexts and situations. The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future. The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this. It concludes that the preposition 'for' between the two readily known and understood terms of 'leadership' and 'learning' changes everything as it foregrounds learning and complexifies, rather than simplifies, what that word may mean. Whereas common terms such as 'instructional leadership' reduce learning to 'outcomes', leadership for learning embraces a much wider, developmental view of learning.

Columbia's guides to postwar African literature paint a unique portrait of the continent's rich and diverse literary traditions. This volume examines the rapid rise and growth of modern literature in the three postcolonial nations of Zimbabwe, Malawi, and Zambia. It tracks the multiple political and economic pressures that have shaped Central African writing since the end of World War II and reveals its authors' heroic efforts to keep their literary traditions alive in the face of extreme poverty and AIDS. Adrian Roscoe begins with a list of key political events. Since writers were composing within both colonial and postcolonial contexts, he pays particular attention to the nature of British colonialism, especially theories regarding its provenance and motivation. Roscoe discusses such historical figures as David Livingstone, Cecil Rhodes, and Sir Harry Johnston, as well as modern power players, including Robert Mugabe, Kenneth Kaunda, and Kamuzu Banda. He also addresses efforts to create a literary-historical record from an African perspective, an account that challenges white historiographies in which the colonized was neither agent nor informer. A comprehensive alphabetical guide profiles both established and emerging authors and further illustrates issues raised in the introduction. Roscoe then concludes with a detailed bibliography recommending additional reading and sources. At the close of World War II the people of Central Africa found themselves mired in imperial fatigue and broken promises of freedom. This fueled a desire for liberation and a major surge in literary production, and in this illuminating guide Roscoe details the campaigns for social justice and political integrity, for education and economic empowerment, and for gender equity, participatory democracy, rural development, and environmental care that characterized this exciting period of development.

The Abstracts Journal of the African Studies Centre, Leiden

The Art of Survival

AF Press Clips

African Youth in Contemporary Literature and Popular Culture

African Studies Abstracts

A history of the Anglican diocese of Mashonaland/Southern Rhodesia, 1890-925, which provides a fresh general narrative and a particular study of the church's work with white settlers and their religion, examined against both an imperial and a world-wide ecclesiastical background.

Zimbabwe Business Law Handbook - Strategic Information and Basic Laws

Translations on Sub-Saharan Africa

Identity Quest

Indigenous Studies: Breakthroughs in Research and Practice

English

Non-Arab Africa

Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries

The range of languages covered by the lexicography 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.

This study is a presentation of Zimbabwean refugee learner experiences. Children escaped political persecution and economic problems which affected Zimbabwe in the year 2008. Many of these children were abused and witnessed traumatic experiences, their close relatives and neighbours being executed in cold blood. This study was guided by three critical questions: i) who are the Zimbabwean refugee learners' migration experiences? and ii) what were Zimbabwean refugee learners' school experiences? The study employed Bronfenbrenner's Social Ecological Model as its overarching theoretical framework. Each stage of the refugee experience was described at each point in time.

A History of the Descendants of Daniel English (1816-1892) with Genealogy from 1600-1992

Issues in Language and Literature

International Handbook of Universities

Festschrift Rufus H. Gouws

Zimbabwe, a Country Study

English

This is an elucidation of accumulation of personal experience within the context of socio-cultural internalization in particular and the socio-political environment in general that is intended to provide some insights into a plethora of ingredients that converged and crystallized into a catalytic impetus that socially transformed my generation from village boys to highly politicized freedom fighters during the 1960s to the 1970s in Rhodesia. I have done this by tracing the footprints of my experience which show multiple stages and strands of cultural, social, political and physical determinants that landed themselves on my growth path starting from socialization in my parents' home all the way through the local community traditions and schooling to active service for the freedom of my country at local and national levels. Here the crucial elements that moulded my social being in a very profound way have been ventilated to show when and how I became able to distinguish antagonistic differences between justice and injustice at my very early age. Proceeding from here I have brought out how I teamed up with others whose political outlook and aspirations were identical with mine as we all voluntarily joined anti-colonial struggle starting from (invisible) low intensity activism in schools and towns up to risky adventures that finished up in armed struggle within a broad national perspective. The narration further demonstrates the domesticity of the movements that championed liberation struggle as drivers were citizens who grew up in the rural villages and urban African Townships where they progressively became aware that they were born (unlike their parents) in a country under colonial administration. In doing all this I had to spell out how my interaction with informative social vectors brought awareness on how my country, Zimbabwe, was colonized and governed by Europeans without the consent of the indigenous natives who showed their resentment to foreign rule by rebelling (First Chimurenga) within six years of colonization but failed, only to succeed in the second rebellion (Second Chimurenga) after ninety years of racial domination. Furthermore I believe I have laid bare how I became a civilian freedom fighter, together with peers of my generation, in the second rebellion where intolerable weight of oppression caused us to abandon nonviolent methods of struggle in favour of using arms of war to face a cobweb of security forces led by superb military machine of the colonial state wherein lay formidable challenges confronting rebelling citizens. The armed struggle phase meant that fighters and their collaborators had to face those challenges in the theatre of operation. Initially they exhibited more weaknesses than strengths and lost opportunities that were in the form of abundance of political support of masses of people in the country, the overall process of the struggle exhibited strengths and costly weaknesses right from the civilian phase up to the armed struggle phase with or without my participation. It was not until freedom fighters gained experience in planning and undertaking field operations that they became able to apply appropriate tactics that caused the struggle to gain sustainability in the theatre of operation. More importantly the narration makes the point that the Rhodesian colonial system was presided over by European settler leaders who hardly recognized African citizens as entitled to participation in governance of the country with equal rights in social, political, economical and juridical spheres of societal setting of two main races. Exclusion of African from consensus on the act of Unilateral Declaration of Independence (UDI) by Ian Douglas Smith was a fundamental blunder that precipitated nationwide fury that led to a civil war in which a deprived citizen fought against a privileged citizen who was indoctrinated with falsehood that his adversary, freedom fighter, was sponsored by foreign powers of a communist type while the latter rightly believed that he was fighting to free his country from racially imposed injustices of deprivation. More importantly, the narration lays emphasis on the creation of massive political structures throughout the country well below the radar of legality for the purpose of sustaining guerrilla warfare in the face of the super professional Rhodesian security forces. In this connection, the final phase of armed struggle demonstrated to all at home and abroad that freedom fighters became significantly effective because they were politically rooted in the oppressed population whence came their strength against superior military hardware and a "water-tight" counter-insurgency strategy of the Rhodesian security forces. Essentially, it was that political strength, not Communist powers or betrayal by the West, which caused all stakeholders to become willing to come to a negotiating table at Lancaster House in Britain in 1979 to settle the armed conflict decisively.

This book examines the exclusion of minority languages (and their speakers) from the mainstream domains of everyday social life in postcolonial Zimbabwe. It considers forces of hegemonic nation building, subtle cultural oppression and a desire for linguistic uniformity as major factors contributing to the social exclusion of Zimbabweans from language groups other than Shona and Ndebele. The book interprets the various forms of language-based exclusion exercised by Shona and Ndebele language speakers over minority groups as constituting a form of linguistic imperialism. Contrary to the popular view that English is Zimbabwe's «killer language», which should be replaced by selected indigenous languages that are perceived as more nationally «authentic» and better grounded in both pre- and post-imperial frameworks, this book argues that linguistic imperialism has very little to do with whether the dominating language is «foreign» or «indigenous». The author discusses oral submissions from minority language speakers, language experts, policy-makers and educators. While the focus is specifically on the politics of language and identity in Zimbabwe, this case study gives an insight into the complexity of identity and nation building in postcolonial Africa.

Mapping Africa in the English Speaking World

Zimbabwe Business and Investment Opportunities Yearbook

Zimbabwe Business Law Handbook Volume 1 Strategic Information and Basic Laws

Report of the Second Meeting of Deans of Medical Schools on the Role of Medical Schools in National and Regional Cooperative Health Development, Held at the School of Medicine, University of Zambia, Lusaka, January 11-14, 1983

A Study in the History of the Anglican Diocese of Mashonaland/Southern Rhodesia, 1890-1925

The Europa World Year: Kazakhstan - Zimbabwe

This book evaluates the development of the Rhodesian Air Force during the Second Chimurenga or Bush War (1966-1980). Airpower in irregular conflict is effective at the tactical level because guerrilla warfare is not a purely military conflict. The Rhodesian Air Force was deployed in a war-winning versus a supporting role as a result of the shortage of manpower to deal with insurgency, and almost all units of the Rhodesian Security Forces depended on its tactical effectiveness. Technical challenges faced by the Air Force, combined with the rate of guerrilla infiltration and the misuse of airpower to bomb guerrilla bases in neighboring countries largely negated the success of airpower.

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.

Global Locations, Postcolonial Identifications

Resources in Education

Zimbabwe Journal of Educational Research

A Multilevel Analysis

The Catholic Church in the New Order : a Report on the Activities of the Catholic Church in Zimbabwe for the Five Years, 1977-1981

The Rhodesian Air Force in Zimbabwe's War of Liberation, 1966/67/68

Contemporary African Literature in English explores the contours of representation in contemporary Anglophone African literature, drawing on a wide range of authors including Chimamanda Ngozi Adichie, Aminatta Forna, Brian Chikwava, Ngugi wa Thiong'o, Nuruddin Farah and Chris Abani.

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.

Depictions of Zimbabwe and the Zimbabwean in Crisis

Breakthroughs in Research and Practice

Proceedings Of, and Documents Submitted To, a Symposium (Arusha, United Republic of Tanzania, 1-4 February 1993).

Primary School Achievement in English and Mathematics in Zimbabwe

Summary of World Broadcasts

Zimbabwe Investment and Business Guide Volume 1 Strategic and Practical Information

The Art of Survival: Depictions of Zimbabwe and the Zimbabwean in Crisis offers a fresh, interdisciplinary examination of a period against which development in Zimbabwe is often measured, one epitomized by the severe shortages and runaway inflation of 2008. While journalistic stories of the 1998-2008 era often privilege the reductive stories of woe, defeat and survival was still possible in those circumstances. The book offers insights into how ordinary Zimbabweans battled the odds by making startling innovations in language use to legitimize new survival strategies, how they weaved new songs and reinterpreted old ones to fight for survival, how social institutions such as churches reinterpreted popular gospel, and how works that acknowledge the unprecedented difficulties and yet find humour, laughter and love in unusual places. This work will appeal to both scholars, who will appreciate the depth of the analysis, and the general reader.

Mapping Africa in the English Speaking World addresses issues of representations of Africa in the English speaking world. English has become a global language which has turned the world into a global village, and as Graddol (2006) states, it 'is now redefining national and individual identities worldwide: shifting political fault lines: creating new global patterns of wealth and new notions of human rights and responsibilities of citizenship.' This book grapples with the relationship between Africa and the rest of the English speaking world, and touches on issues of (Euro-American) misrepresentations of the continent in literary works and films, misrepresentations which are nevertheless passed as true and infallible knowledge of Africa, media and culture, African scholarship, language policy, language diglossia, African theatre in post colonial Africa, identity negotiations in post colonial Africa, and relations between gender and language, among other issues. These issues are bound to stimulate debates on Africa and its representation(s) in the English speaking world.

The Columbia Guide to Central African Literature in English Since 1945

Zimbabwe National Bibliography

Human Rights and Humanitarian Consequences of Political Repression in Zimbabwe

A Handbook on Education and Training in Zimbabwe

Who's who in Zimbabwe

ZIER.

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. 2011 Updated Reprint. Updated Annually. Zimbabwe Business and Investment Opportunities Yearbook

Validating Technological Innovation

Dawn in Zimbabwe

The Introduction and Implementation of Onscreen Marking in Hong Kong

Black African Literature in English, 1997-1999

Church and Settler in Colonial Zimbabwe

The Politics of Language and Nation Building in Zimbabwe

This book explores how African youth are depicted in contemporary literature and popular culture, and discusses the different ways by which they attempt to construct personal and cultural identities through popular culture and social media outlets. The contributors approach the subject from an interdisciplinary perspective, looking at images in children's and adolescent literature from Africa, and the African diaspora, from Nollywood and Hollywood movies, from popular magazines, and from youth cultures encountered directly through field experiences. The findings reveal that there are many stereotypes about Africa, African youth and black cultures, and that African youth are aware of these. Since they juggle multiple identities shaped by their ethnicities, race and religion, it is often a challenge for them to define themselves. As they also share a global youth culture that transcends these cultural markers, some take advantage of media outlets to voice their concerns and participate in political struggles. Others simply use these to promote their personal interests. Contributors ponder the challenges involved in constructing unique identities, offering ideas on how African youth are doing so successfully or not in different parts of the continent and the African diaspora, and thus offer new possibilities for youth studies.

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.

Political Transformation, Structural Adjustment and Industrial Relations in Africa : English-speaking Countries

Moto

Contemporary African Literature in English

Refugee Learner Experiences. A Case Study of Zimbabwean Refugee Children

Zimbabwe, Post Report

MY LIFE IN THE STRUGGLE FOR THE LIBERATION OF ZIMBABWE

Primary School Achievement in English and Mathematics in ZimbabweA Multilevel AnalysisWorld Bank PublicationsFestschrift Rufus H. GouwsAFRICAN SUN MeDIA

Crisis Without Limits