



**ZIMBABWE SCHOOL EXAMINATIONS COUNCIL**

**(ZIM SEC)**

**ZIMBABWE GENERAL CERTIFICATE OF EDUCATION**

**(ZGCE)**

**O-Level Syllabus**

**2013 - 2017**

**History (2167)**

**Southern Africa and**

**International Affairs**

# History Syllabus High School Zimsec

**J Spring**



## **History Syllabus High School Zimsec:**

**History A-Level (ZIMSEC) Past Exam Questions and Model Answers** David Chitate ,2024-06-06 This book contains the most comprehensive question bank and model answers for ZIMSEC A Level History exam questions It also includes syllabus review notes and exercises History subject Examiners provide observations and tips and point out common errors that students make when answering questions If you use this book faithfully it will be almost impossible for you to fail Use this book and earn yourself a Grade A in History

*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      International Yearbook of History Education A. Dickinson,P. Gordon,P. Lee,J. Slater,2013-11-19 This international academic and professional yearbook contains articles and reviews on matters of interest to all concerned with history in education from contributors throughout the world The yearbook will encourage rigorous exploration or philosophical psychological sociological and historical perspectives upon history in education and their relation to practice where appropriate The theme of the first edition is centralisation and decentralisation of national curricula      History Education in Africa Gideon Boadu,Charles Adabo Oppong,2024-07-12 This collection brings together African scholars in Africa and the diaspora to contribute to scholarly debates about critical issues in history teaching and learning in African schools The book contributes to filling the gap in knowledge on African history associated pedagogies and practices and its consequent effects on research and the declining popularity of history in African Schools Specifically the volume a examines current trends and practices in history education in African schools b unveils the challenges and subtleties of teaching the next generation of teachers and students and c examines classroom practices and opportunities for engagement with historical concepts in African schools The book adds a much needed African voice to the international history education literature and contribute to strengthening the place of history teaching and learning in Africa      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      (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.

**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 National Bibliography*, 1987      *The Journal of Education*, 1905      *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.

**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 Rethinking 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

*Why History Education?* Joanna Wojdon, 2023-03-15 The 2022 issue of JHEC is focused on the topic Why History Education addressing the sense of history education in contemporary world where it has to assert itself in the field of tension of power economy and society and to engage in the dialogue with the growing field of public history Perspectives from Austria Germany Israel Poland South Africa Ukraine and Zimbabwe are included The highlight of the Varia section is the article on Plannungsmatrix where Alois Ecker presents his innovative tool for designing teaching modules that skillfully combine first and second order historical concepts in the course of dialogical interaction between educator and students

**The Silence of Great Zimbabwe** Joost Fontein, 2016-06-03 This book examines the politics of landscape and heritage by focusing on the example of Great Zimbabwe National Monument in southern Zimbabwe The controversy that surrounded the site in the early part of the 20th century between colonial antiquarians and professional archaeologists is well reported in the published literature Based on long term ethnographic field work around Great Zimbabwe as well as archival research in NMMZ in the National Archives of Zimbabwe and several months of research at the World Heritage Centre in Paris this new book represents an important step beyond that controversy over origins to focus on the site's position in local contests between and among individuals within the Nemanwa Charumbira and Mugabe clans over land power and authority To justify their claims chiefs spirit mediums and elders of each clan make appeals to different but related constructions of the past Emphasising the disappearance of the

Voice that used to speak there these narratives also describe the destruction alienation and desecration of Great Zimbabwe that occurred and continues through the international and national archaeological and heritage processes and practices by which Great Zimbabwe has become a national and world heritage site today

*The Colonial Past in History Textbooks* Karel Van Nieuwenhuyse, Joaquim Pires Valentim, 2018-05-01

This book examines the evolving representations of the colonial past from the mid 19th century up to decolonization in the 1960s and 70s the so called era of Modern Imperialism in post war history textbooks from across the world The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different former colonizer and colonized countries to be found in collective memory popular historical culture social representations identity building processes and the state of historical knowledge within academia The approach of the book is novel and innovative in different ways First of all given the complexity of the research an original interdisciplinary approach has been implemented which brings together historians history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks Secondly given the interest in the interplay between collective memory popular historical culture social representations and the state of historical knowledge within academia a diachronic approach is implemented examining the evolving representations of the colonial past and connecting them to developments within society at large and academia This will allow for a deeper understanding of the processes under examination Thirdly studies from various corners of the world are included in the book More specifically the project includes research from three categories of countries former colonizer countries including England Spain Italy France Portugal and Belgium countries having been both colonized and colonizer Chile and former colonized countries including Zimbabwe Malta and Mozambique This selection allows pairing up the countries under review as former colonizing colonized ones for instance Portugal Mozambique United Kingdom Malta allowing for an in depth comparison between the countries involved Before reaching the research core three introductory chapters outline three general issues The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold In a second chapter evolutions within international academic colonial historiography are analyzed with a special focus on the recent development of New Imperial History A third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations The next ten chapters form the core of the book in which evolving representations of colonial history from mid 19th century until decolonization in the 1960s and 1970s are examined explained and reflected upon for the above mentioned countries This is done through a history textbook analysis in a diachronic perspective For some countries the analysis dates back to textbooks published after the Second World War for other countries the focus will be more limited in time The research presented is done by historians and history educators as well as by social psychologists In a concluding chapter an overall overview is presented in which similarities and

differences throughout the case studies are identified interpreted and reflected upon **Human Rights & Education** N. Bernstein Tarrow, 2014-06-28 This book discusses the relationship between human rights and education Education as a human right and education for human rights are currently the topics of considerable debate worldwide In addition to their traditional role of transmitting knowledge and values education systems are being pressed to respond to a new range of aspirations and to a wide variety of economic political social and cultural developments whose roots lie outside the education system Human rights education is much wider than just teaching about human rights it should lead to an understanding of and sympathy for the concepts of democracy justice equality freedom solidarity peace dignity rights and responsibilities Young people are guaranteed their right to education and education systems should equip them with the knowledge skills and attitudes they will need if they are to take an active part in the operation of democratic institutions The Nation ,1905

Religion and Development in Southern and Central Africa: Vol 2 Amanze, James N., Masango, Maake, 2020-01-19 This book is a result of a joint conference which was held from 18th 22nd July 2017 under the theme Religion Citizenship and Development Southern African Perspectives The theme of the conference was adopted in order to underline the importance and significance of religion in the socio economic development of people in the world generally and in Southern and Central Africa in particular The papers in the book are divided into two volumes Volume one consists of papers which directly discuss religion and development in one form or another The second volume contains papers that discuss religion and other pertinent issues related to development The papers are grouped into sub themes for ease of reference These include Citizenship and Development Migration and Development Disability and Development Pentecostal Churches and Development and Religion and Society All in all despite a divergence of sub themes in volume two all point to issues to do with the role of religion in development in Southern and Central Africa today **Politics, Christianity and Society in Malawi** R. Ross, O.

Mulwafu, 2020-02-27 With the death of John McCracken in 2017 Malawi lost a pre eminent historian This book celebrates McCrackens contribution to the study of Malawis history and seeks to build on his legacy Part of his genius was that he identified themes that hold the key to understanding the history of Malawi in its broader perspective The authors contributing to this volume address these themes assessing the progress of historiography and setting an agenda for the further advance of historical studies The book is a valuable resource for students researchers and all who are interested in gaining a deeper understanding of Malawis past and present *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

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