

Choose the correct answer

Answer all questions

1. Agriculture is A. the study of soil and how it is formed B. the growing of plants and keeping of animals C. the construction of farm buildings D. the ploughing of fields and harvesting
2. Which material is not used to make farmer's tools? A. plastic B. wood C. rubber D. glass
3. A person can be poisoned through A. knowing B. seeing C. reading D. smelling
4. Skin contact with chemicals can cause A. chicken pox B. skin rash C. cuts D. measles
5. Which one is an ox-drawn implement? A. wheelbarrow B. rake C. mouldboard plough D. bow saw
6. How does a farmer protect his/her farm against veld fires? A. by doing irrigation B. by doing hot culture C. by preparing fire guards D. by planting many trees
7. is an example of a local market which sells agricultural products. A. Edgars B. Munyoro clothing C. Mbare Musika D. Coteo
8. The crop that is grown under irrigation in Zimbabwe in the cold dry season is A. sunflower B. rapoko C. maize D. wheat
9. The tool that is most suitable for loosening soil, digging and weeding is the A. mattock B. hoe C. garden fork D. pick
10. is an example of farming inputs. A. Fruits B. Milk C. vegetables D. Fertiliser
11. Soil is composed of organic matter, minerals, water and A. grass B. leaves C. animals D. air
12. The three main types of soil are A. gravel, clay, loam B. clay, sand and loam C. clay, gravel and sand D. gravel, sand and loam
13. Which one is not a farm record? A. production record B. birth record of the farmer's last child C. labour record D. crop and livestock record
14. The below picture follow in which group of vegetables?



- A. root vegetables B. root vegetables C. fruit vegetables D. legumes vegetables
15. Soil erosion is A. poor respiration B. a result of weathering C. the washing away of soil by natural, animals and human actions D. raindrops
 16. Overgrazing causes A. drought B. soil erosion C. plant rotation D. soil components
 17. In which type of soil do carrots do well? A. cold soils B. clay soils C. hot soils D. sandy soils
 18. Water sinks fastest in A. sandy soil B. clay soil C. loam soil D. mud soil

Zimbabwean Grade Past Exam Papers

Umesh Ramnarain



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Teacher in Zimbabwe ,2014 **Zimbabwe National Bibliography** ,1996 Education in the New Zimbabwe ,1988

School Science Practical Work in Africa Umesh Ramnarain,2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research informed practices on school science practical work The book highlights trends and patterns in the enactment and role of practical work across African countries Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry based learning which signals a definite paradigm shift from the traditional teacher dominated to a learner centered approach The book provides empirical research on approaches to practical work contextual factors in the enactment of practical work and professional development in teaching practical work This book will be of great interest to academics researchers and post graduate students in the fields of science education and educational policy Membering the Rhodesian Linguistic Agenda in Zimbabwe Isaac Mhute,2023-07-28 Membering the Rhodesian Linguistic Agenda in Zimbabwe reports on a study carried out in Zimbabwe to ascertain the degree and effect of honouring the colonial linguistic agenda The book employs an interpretivist philosophy and qualitative research approach that relies on participatory observations interviewing purposively sampled informants and focus group discussions involving snowball sampled graduates It was inspired by the Critical Language Policy Theory that considers language choice a critical determinant factor in how communities are administered politically economically socioculturally and educationally It establishes that whereas linguistic imperialism meant to serve as the lifeblood of the Southern Rhodesian colonial machine the former coloniser ensured coloniality in Zimbabwe by presenting the English language as a sacred media in political economic sociocultural and educational settings forever The study establishes that the only way Zimbabwe and other such post colonies could find redemption is by eradicating the sacredness of former colonisers languages by adding value to all their languages and the indigenous knowledge systems associated with them It also demonstrates that the bigger the delay the more is irretrievably lost together with custodians of the languages This book will be informative for undergraduates postgraduates and researchers in linguistics communication sociology anthropology and history It may also serve well as a resource to government researchers politicians and other policymakers Resources in Education ,1996 **Hope Deferred** Peter Orner,Annie Holmes,2023-06-15 Hope Deferred asks the question How did Zimbabwe a country with so much promise a stellar education system a growing middle class a sophisticated economic infrastructure a liberal constitution and an independent judiciary come so close to collapse In their own words Zimbabweans tell their stories of losing their homes land livelihoods and families as a direct result of political violence They describe being tortured in detention firebombed at work or beaten up or raped to punish votes for the opposition Those forced to flee to neighboring

countries recount their escapes cutting through fences swimming across crocodile infested rivers and entrusting themselves to human smugglers This book includes Zimbabweans of every age class and political conviction from farm laborers and academics to doctors and artists ordinary people surviving the fragmentation of a once thriving nation **Conducting Educational Research** R. Murray Thomas,1998-09-30 Emphasizing the comparative aspects of research this introduction to educational research traces the process through five stages choosing what to study including specifying the research problem collecting information organizing and summarizing information interpreting results and reporting the outcomes Each of the stages offers diverse options available to researchers for solving the problems of that stage and a research project checklist at the end of each chapter guides readers in applying the chapter s contents to their own research studies In much educational discourse comparative education has referred solely to the study of educational similarities and differences between regions of the world or between two or more nations This book uses the broader definition of the term to encompass a large body of research including studies focusing on comparisons between local educational systems schools classrooms language groups religious denominations genders social classes and individual students Students who are planning research projects as well as staff members of such organizations as ministries of education school systems bureaus of educational research and educational aid agencies will find this volume indispensable *Keeper of Faith* Tatenda Taibu,2019-05-23 Tatenda Taibu s first autobiography is his complete life story from his uncompromising upbringing in the township of Highfield Harare to becoming the youngest international cricket captain in history to quitting the game that made him at the age of 29 to pursue his faith In this revealing tome Taibu lifts the lid on the challenges of representing Zimbabwe in the era of Robert Mugabe and details how constant controversy and conflict ultimately restrict meaningful progress **Pratiyogita Darpan** ,2008-12 Pratiyogita Darpan monthly magazine is India s largest read General Knowledge and Current Affairs Magazine Pratiyogita Darpan English monthly magazine is known for quality content on General Knowledge and Current Affairs Topics ranging from national and international news issues personality development interviews of examination toppers articles write up on topics like career economy history public administration geography polity social environment scientific legal etc solved papers of various examinations Essay and debate contest Quiz and knowledge testing features are covered every month in this magazine *Grade Teacher* ,1928 Moto ,1998 **The African Book Publishing Record** ,2005 **Primary School Achievement in English and Mathematics in Zimbabwe** Levi M. Nyagura,Abby Rubin Riddell,1993 In Zimbabwe s primary schools higher achievement in math is associated with the amount of teacher training and instructional time as well as the pupil teacher ratio Higher achievement in English is associated with the pupil teacher and textbook to pupil ratios as well as the amount of teacher training *Zimbabwe Journal of Educational Research* ,2003 Global Perspectives on Teacher Performance Improvement Al-Mahdi, Osama,Purinton, Ted,2022-02-04 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 **Careers Digest** ,1980 *Don't Listen To What I'm About To Say* Peter Orner,Annie Holmes,2011-06-09 I am Elizabeth I wish I could use my real name because the situation in Zimbabwe is real It would be better for those back home to know it was me The situation in Zimbabwe represents one of the worst humanitarian emergencies today This book asks the question How did a country with so much promise a stellar education system a growing middle class a sophisticated economic infrastructure a liberal constitution an independent judiciary and many of the trappings of western democracy go so wrong It asks the people who know this complicated story best the Zimbabwean people who have endured and hoped across the decades to tell their side of this story From refugees in South Africa and Canada to those trying to continue living inside Zimbabwe from farms to rural Murambinda and the city of Harare in their own words they recount their experiences of losing their homes land livelihoods and families as a direct result of political violence They describe being tortured in detention firebombed at work beaten up or raped to punish votes for the opposition This book includes Zimbabweans of every age class and political conviction from farm labourers to academics doctors to artists opposition leaders to ordinary Zimbabweans men and women simply trying to survive as a once thriving nation heads for collapse I am Elizabeth I wish I could use my real name because the situation in Zimbabwe is real It would be better for those back home to know it was me The situation in Zimbabwe represents one of the worst humanitarian emergencies today This book asks the question How did a country with so much promise a stellar education system a growing middle class a sophisticated economic infrastructure a liberal constitution an independent judiciary and many of the trappings of western democracy go so wrong It asks the people who know this complicated story best the Zimbabwean people who have endured and hoped across the decades to tell their side of this story From refugees in South Africa and Canada to those trying to continue living inside Zimbabwe from farms to rural Murambinda and the city of Harare in their own words they recount their experiences of losing their homes land livelihoods and families as a direct result of political violence They describe being tortured in detention firebombed at work beaten up or raped to punish votes for the opposition This book includes Zimbabweans of every age class and political conviction from farm labourers to academics doctors to artists opposition leaders to ordinary Zimbabweans men and women simply trying to survive as a once thriving nation heads for collapse

Census, 1992: Zimbabwe national report ,1992

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