



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Ordinary Level

PRINCIPLES OF ACCOUNTING
PAPER 1 Multiple Choice

4051/1

SPECIMEN PAPER

1 hour 30 minutes

Additional materials:
Multiple Choice answer sheet
Soft clean eraser
Soft pencil (type B or HB is recommended.)

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Do **not** open this booklet until you are told to do so.

Write your name, Centre number and candidate number on the answer sheets in the spaces provided unless this has already been done for you.

There are **forty** questions in this paper. Answer **all** questions. For each question there are four possible answers **A, B, C** and **D**. Choose the one you consider correct and record choice in soft pencil on the separate answer sheet provided.

Calculators **may** be used.

Read very carefully the instructions on the answer sheet.

INFORMATION FOR CANDIDATES

Each correct answer will score **one** mark. A mark will not be deducted for a wrong answer.

Any rough working should be done in this booklet.

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Drinking from Graveyard Wells

Yvette Lisa Ndlovu,2023-03-07 Even in death who has ownership over Black women s bodies Questions like this lurk

between the lines of this stunning collection of stories that engage with African women's histories both personal and generational. Their history is not just one thing; there is heartbreak and pain and joy and flying and magic so much magic. An avenging spirit takes on the patriarchy from beyond the grave. An immigrant woman undergoes a naturalization ceremony in an imagined American state that demands that immigrants pay a toll of the thing they love the most. A first generation Zimbabwean American woman haunted by generational trauma is willing to pay the ultimate price to take her pain away, giving up her memories. A neighborhood gossip wakes up to find that houses are mysteriously vanishing in the night. A shapeshifting freedom fighter leaves a legacy of resistance to her granddaughter. In *Drinking from Graveyard Wells*, Yvette Lisa Ndlovu assembles poignantly reflective stories that center the voices of African women charting their own Black history through the ages. Ndlovu's stories play with genre from softly surreal to deeply fantastical. Each narrative is wrapped in the literary eloquence and tradition of southern African mythology, transporting readers into the lives of African women who have fought across space and time to be seen. Drawing on her own early experiences as a Zimbabwean living under the Mugabe dictatorship, Ndlovu's stories are grounded in truth and empathy. Ndlovu boldly offers up alternative interpretations of a past and a present that speculates upon the everyday lives of a people disregarded. Her words explore the erasure of African women while highlighting their beauty and limitless magic. Immersed in worlds both fantastical and familiar, readers find themselves walking alongside these women, grieving their pain and celebrating their joy all against the textured backdrop of Zimbabwe.

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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.

Teacher in Zimbabwe, 2014. Facets of Power Richard Saunders, Tinashe Nyamunda, 2016-04-18. The diamond fields of Chiadzwa among the world's largest

sources of rough diamonds have been at the centre of struggles for power in Zimbabwe since their discovery in 2006. Against the backdrop of a turbulent political economy, control of Chiadzwa's diamonds was hotly contested. By 2007, a new case of blood diamonds had emerged in which the country's security forces engaged with informal miners and black market dealers in the exploitation of rough diamonds, violently disrupting local communities and looting a key national resource. The formalisation of diamond mining in 2010 introduced new forms of large-scale theft, displacement and rights abuses. *Facets of Power* is the first comprehensive account of the emergence, meaning and profound impact of Chiadzwa's diamonds. Drawing on new fieldwork and published sources, the contributors present a graphic and accessibly written narrative of corruption and greed as well as resistance by those who have suffered at the hands of the minerals' secretive and violent beneficiaries. If the lessons of resistance have been mostly disheartening ones, they also point towards more effective strategies for managing public resources and mounting democratic challenges to elites whose power is sustained by preying on them. *Refugee Learner Experiences. A Case Study of Zimbabwean Refugee Children* Lawrence Meda, 2017-09 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, ii) what were Zimbabwean refugee learners' migration experiences, and iii) 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. **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. **Facets of Power**, 2023-01-10 The diamond fields of Chiadzwa among the world's largest sources of rough diamonds have been at the centre of struggles for power in Zimbabwe since their discovery in 2006. Against the backdrop of a turbulent political economy, control of Chiadzwa's diamonds was hotly contested. By 2007, a new case of blood diamonds had emerged in which the country's security forces engaged with informal miners and black market dealers in the exploitation of rough diamonds, violently disrupting local

communities and looting a key national resource The formalisation of diamond mining in 2010 introduced new forms of large scale theft displacement and rights abuses Facets of Power is the first comprehensive account of the emergence meaning and profound impact of Chiadzwa s diamonds Drawing on new fieldwork and published sources the contributors present a graphic and accessibly written narrative of corruption and greed as well as resistance by those who have suffered at the hands of the mineral s secretive and violent beneficiaries If the lessons of resistance have been mostly disheartening ones they also point towards more effective strategies for managing public resources and mounting democratic challenges to elites whose power is sustained by preying on them Moto ,2001 *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 *Zimbabwe Journal of Educational Research* ,2005 **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 *Studies in Art Education* ,2003 **Parliamentary Debates** Zimbabwe. Parliament,2004

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