

COMPUTER STUDIES

A subject that deals with features, uses, benefits and effects of computers.

What is a Computer?

Definition:

An electronic device that works under the control of stored programs to automatically accept, store and process data into information.

Therefore, a computer has the following characteristics:

- ✓ It is electronic:- can only work when there is electricity
- ✓ It is a device: a machine
- ✓ Is controlled by programs: Works according to instructions, written in computer language, given by the user for it to perform a specific task.
- ✓ Is automatic in operation: Can work with minimum or no human intervention.
- ✓ Can accept data: data can be entered into the computer through various means and the computer accepts it.
- ✓ Can store data and programs: Data and programs entered into the computer can be stored for future use.
- ✓ Can process data into information

Data and Information

1. **Data:** refers to raw facts and figures of an activity. It can just be a list of numbers, names or a combination of these. Data is meaningless and needs to be processed. Data cannot be used for decision making purposes as it is meaningless.

2. **Information:** It is data that has been converted into meaningful form. In general it is processed data. Information can be understood and therefore can be used for decision making purposes. Information is meaningful. To get relevant information, data entered into the computer must be relevant, accurate and up-to-date. If data entered into the computer is wrong (Garbage In) the results will also be wrong (Garbage Out), and is generally referred to as Garbage-In Garbage-Out (GIGO). It is a rule stating that the quality of the output is a function of the quality of the input; put garbage in and you get garbage out. Therefore the accuracy of the results produced by the computer depends on how accurate the user enters data, functions, formulae and codes program procedures.

Computer Generations

Refers to stages through which computers developed from the 1940s to date. These are as follows:

1. **First Generation Computers (1945 -1955):** These are the earliest computers that used valves in controlling machines, e.g. EDVAC, ACE and UNIVAC machines. These were very large computers, fitting about the size of an average room. They were programmed in a language understandable by the machine. Such computers used a lot of electricity and were very expensive to purchase. Only very large organisation could afford these computers.

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Peipei Pang



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ZIMSEC Game Changer: Guaranteed Pass for 'O' and 'A' Levels" David Chitate,2024-06-06 Unlock your full potential with our unparalleled series of exam coaching books for O and A Level Examinations Combining cutting edge technology and expert insights this book offers an unrivalled preparation tool to ensure your success Dive into this resource and experience a glimpse of the exceptional quality found throughout our Past Exam Question Bank series Take advantage of this opportunity and elevate your exam readiness to new heights

Power in Contemporary Zimbabwe Erasmus Masitera,Fortune Sibanda,2018-04-20 In recent years the Zimbabwe crisis rendered the country and its citizens to be a typical case of failed states the world over Zimbabwean society was and is still confronted with different challenges which include political economic and social problems Attempts to overcome these challenges have thrown light on the power that rests within individuals and or groups to change and even revolutionize their localities communities states and ultimately the world at large Through experience individuals and groups have promoted ideas that have aided in changing mentalities attitudes and behaviors in societies at different levels This book brings together contributors from various academic disciplines to reflect on and theorize the contours of power including the intrinsic and or extrinsic models of power which pertain to individuals communities and or groups in order to transform society Reflections are on various groups such as political movements environmental movements religious groups advocacy groups gender groups to mention but a few as they struggle against marginalization discrimination exploitation and other forms of oppression showing their agency or compliance

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

Learning to Live Together in Africa through History Education Denise Bantovato,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

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 Bantovato 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 Teacher in Zimbabwe ,2014 Some Developments in Research in Science and Mathematics in Sub-Saharan Africa Lorna Holtman,2008 Much attention in late developing countries is given to providing access to studies which allow school leavers to enter science and technology related careers These programmes are driven by the belief that graduates will then substantially contribute to the developmental needs of their countries But is providing access to institutions enough Students in developing countries often come from school environments lacking in resources human physical and financial This book in a number of chapters reviews research related to the crucial dimension of epistemological access to the disciplines of import which students need as much as institutional access in order to improve their chances of success A significant feature of this collection s research studies is that their empirical bases are highly localised covering areas such as research methods access curriculum instruction and assessment and the relevance of science and mathematics education in Zimbabwe Uganda Swaziland South Africa Namibia Malawi Ghana and Lesotho This volume provides invaluable insights and will be of relevance to researchers policy makers and lecturers interested in these research outcomes in Sub Saharan Africa It is the outcome of a doctoral research capacity development project the Graduate Studies in Science Mathematics and Technology Education GRASSMATE *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.

STEM Education in Poverty Brantina Chirinda, Gladys Sunzuma, Perkins Muredzi, 2025-07-15

This book is about Science, Technology, Engineering and Mathematics (STEM) education in poverty and the lessons we learn from Zimbabwe. The world is driving towards the fourth Industrial Revolution (4IR) where economic growth has been attributed to STEM education. STEM education is vital in this era where both developed and developing countries are undergoing rapid changes. Globally, STEM education has been practised differently in schools and universities. University programs, new school curricula, instructional methods, extracurricular programs and professional development programs for in-service teachers have been created to cater to STEM subjects. STEM education is envisioned to produce critical thinkers, inventors, creators, problem solvers, innovators and professionals who will solve the world's ever-changing challenges including inequity, food insecurity, climate change, inequality and poverty. STEM is essential to modern education. Zimbabwe has faced significant economic challenges but has made remarkable strides in STEM education. By examining the successes and challenges of STEM education in Zimbabwe, we can learn valuable lessons about improving STEM education in underserved communities. This book contributes to the international debate surrounding the optimal STEM education for students in underserved schools. It incorporates detailed accounts of STEM education in Zimbabwe schools, shedding light on the challenges students and educators face in impoverished areas. In Zimbabwe, STEM education faces significant challenges such as materials and facilities, pedagogy, policy reform, access and relevance. Some of the main issues highlighted in this book are the need for more resources, including funding, teaching materials and adequate laboratories. Effective STEM pedagogy is hampered by an education system that emphasises the curriculum and teacher-centred focus instead of focusing on how students can be taught or learn. Research has shown that in Zimbabwe, STEM teachers must apply inventive pedagogies and suitable learner-centred STEM teaching approaches. As a result, there is a need for more STEM-related programs and courses in schools and universities to improve the opportunities for students to pursue careers in these fields. Another challenge is the need for more awareness about the opportunities and importance of STEM education and interest in STEM subjects among students, which can be attributed to a lack of exposure and understanding of the relevance and importance of these fields in today's world. While lack of resources and other challenges hinder effectiveness, opportunity lies in promising pathways of policy and practice. In Zimbabwe, there is a varying degree of success in the implemented competence-based curriculum, which emphasises inquiry-based learning and STEM education. Finally, there is a need for early exposure to STEM-based career opportunities and for more collaboration between the government, private sector and educational institutions to address these challenges and promote STEM education in Zimbabwe. This book uses Zimbabwe as an example to explore STEM

education in poverty By examining the successes and challenges of STEM education in Zimbabwe this book offers valuable insights into how STEM education can be integrated into the curriculum in countries with developing and emerging economies This book is an essential resource for anyone interested in improving STEM education in underserved communities

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

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 *Resilience Under Siege* Ezra Chitando, Munyaradzi Nyakudya, Government Phiri, 2016-04-26 This volume explores the challenges and solutions experienced within Zimbabwe's economic and social spheres with particular reference to the crisis years 2000-2008 and the promising turn 2009-2012 This latter phase was prompted by the formation of the Government of National Unity GNU The contributors to the volume pay attention to how individuals and institutions sought to respond to the crisis critiquing the reactions of various actors and exploring solutions to the various challenges that were experienced Chapters in this book include reviews of agricultural subsidies a gendered approach to poverty the collapse of service delivery including a particular focus on education the look East policy the expansion of the religious sector and the experiences of Zimbabwean migrants in South Africa Underlying these contributions are the concepts of resilience and agency The authors all highlight the massive challenges that individuals and institutions had to navigate and acknowledge the creativity deployed in such quests This book will appeal to scholars in economics history and economic history religious studies education and political science as well as the general reader

Report of the Presidential Commission of Inquiry Into Education and Training Zimbabwe. Presidential Commission on Education and Training in Zimbabwe, 1999 *English Literature A-Level (ZIMSEC) Past Exam Questions and Model Answers* David Chitete, 2024-06-07 Unlock your full potential with our unparalleled Literature in English Past Exam Question Bank for ZIMSEC A Level exams Merging cutting edge technology with expert insights this book offers an unrivaled preparation tool designed to ensure your success Explore this resource to experience the exceptional quality that defines our Past Exam Question Bank series Seize this opportunity to elevate your exam readiness and achieve academic excellence

Investigating the Impact of Information Communication Technology on Self-directed Professional Development of Teachers Emmanuel Mushayikwa, 2011-03-02 The aim of this research was to investigate the perceived impact of ICT on Zimbabwean A level science and mathematics teachers self directed professional development The study was based on a questionnaire survey of 254 teachers throughout the country Supplementary data came from 54 interviews Some observations of teachers using ICT in teacher centres e mail correspondence and field reports also contributed to the database of the study An analysis framework was developed through the use of grounded theory on the interview transcripts The framework yielded 9 themes relating to the teachers use of ICT for their professional development These were 1 perceived professional identity 2 career development 3 Managing the ICT environment 4 theoretical and content knowledge 5 practical knowledge and skills 6 adaptation 7 professional networking and 8 9 perceived benefits to teachers and students Chaos complexity theory was used to identify the major attractors goals for teachers self directed professional development using ICT Two attractors were identified These were personal professional development and classroom practice However an

over riding factor common to both attractors was identified as self efficacy The study identified the over arching driver for self directed professional development as the teacher s need to improve their self efficacy A two dimensional model of self directed professional development was suggested The systemic element of the model focused on the self correcting impact of ICT use on professional development whilst the personal element focused on self efficacy as the central stratum for self directed professional development The study concluded by acknowledging the potent role that ICT is playing in the self directed continuing professional development of teachers in Zimbabwe and recommended among other things the inclusion of A level teachers in the development of localised online materials resources for their subjects This will help to enhance relevance of the materials to the Zimbabwean context

Moto ,1999 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 Re thinking 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

The World of Science Education Femi S. Otulaja,Meshach B. Ogunniyi,2017-09-12 Each volume in the 7 volume series The World of Science Education reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe and Israel North Africa and the Middle East and Sub Saharan Africa The focus of this

Handbook is on research in science education in mostly former British colonies in Sub Saharan Africa and the scholarship that most closely support this program The reviews of the research situate what has been accomplished within a given field in Sub Saharan Africa rather than an international context The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts The approach allows readers to review what has been done and accomplished what is missing and what might be done next

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 Zimbabwe Journal of Educational Research ,2005

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Table of Contents O Level Zimsec Syllabus

1. Understanding the eBook O Level Zimsec Syllabus
 - The Rise of Digital Reading O Level Zimsec Syllabus
 - Advantages of eBooks Over Traditional Books
2. Identifying O Level Zimsec Syllabus
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an O Level Zimsec Syllabus
 - User-Friendly Interface
4. Exploring eBook Recommendations from O Level Zimsec Syllabus
 - Personalized Recommendations

- O Level Zimsec Syllabus User Reviews and Ratings
- O Level Zimsec Syllabus and Bestseller Lists
- 5. Accessing O Level Zimsec Syllabus Free and Paid eBooks
 - O Level Zimsec Syllabus Public Domain eBooks
 - O Level Zimsec Syllabus eBook Subscription Services
 - O Level Zimsec Syllabus Budget-Friendly Options
- 6. Navigating O Level Zimsec Syllabus eBook Formats
 - ePub, PDF, MOBI, and More
 - O Level Zimsec Syllabus Compatibility with Devices
 - O Level Zimsec Syllabus Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of O Level Zimsec Syllabus
 - Highlighting and Note-Taking O Level Zimsec Syllabus
 - Interactive Elements O Level Zimsec Syllabus
- 8. Staying Engaged with O Level Zimsec Syllabus
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers O Level Zimsec Syllabus
- 9. Balancing eBooks and Physical Books O Level Zimsec Syllabus
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection O Level Zimsec Syllabus
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine O Level Zimsec Syllabus
 - Setting Reading Goals O Level Zimsec Syllabus
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of O Level Zimsec Syllabus
 - Fact-Checking eBook Content of O Level Zimsec Syllabus

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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web general most readers feel the power of this poem which is based on rage the speaker compares her life to an unused loaded gun and finds joy in fulfilling its purpose to kill even if you have never felt a rage so violent that you felt destructive or explosive can you imagine what such a state must feel like

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web during her lifetime she produced 1775 poems a monstrous body of work my life had stood a loaded gun is counted among dickinson s greatest poems and is certainly representative of her body of work the poem s style depth of thought concise language and simultaneous definition and ambiguity combine to make this poem a masterpiece

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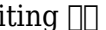

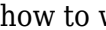
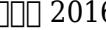
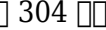

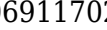







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