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This course is of Biology UNEB past papers which are studied in Advanced Level and it is taken by students in Senior five and six. Biology is the natural science that studies life and living organisms, including their physical structure, chemical processes, molecular interactions, physiological mechanisms, development, and evolution. THEY ARE EXTRACTED FROM A WELL ORGANISED UNEB STANDARD ...

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Betrayal in the City, first published in 1976 and 1977, was Kenya's national entry to the Second World Black and African Festival of Arts and Culture in Lagos, Nigeria. The play is an incisive, thought-provoking examination of the problems of independence and freedom in post-colonial African states, where a sizeable number of people feel that their future is either blank or bleak. In the words of Mosese, one

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of the characters: "It was better while we waited. Now we have nothing to look forward to. We have killed our past and are busy killing our future."--Page 4 of cover.

Course contains seven modules: BLB1 Your and your genes -- BLB2 Keeping healthy -- BLB3 Life on earth -- BLB4 Homeostasis -- BLB5 Growth and development -- BLB6 Brain and mind -- BLB7 Biology across the ecosystem.

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An anthology designed for the enjoyment and instruction of students from junior-secondary school onwards. The poems focus on aspects central to African life and culture: lover, identity, death, village life, separation, power and freedom. Guidance for teachers is included.

This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa.

This book supplies both empirical evidence and scholarly analysis that exemplify successful innovation in South America in the field of sustainability education. Examining the issues from a three-fold perspective, of national policy, regional planning and grassroots projects in schools and communities, the volume offers a comprehensive overview of the contemporary situation in Brazil, Chile, Bolivia, Argentina and Venezuela. It provides case studies as detailed illustrations of the recipe for success as

well as to inform researchers and practitioners of the kinds of obstacles and challenges they might face in seeking to manifest sustainability. A good deal of the research and scholarly studies in the field of education for sustainability and sustainable development is underpinned by 'Western' norms and culture. This book draws on that literature, yet also teases out features in the case studies that are particular to the region. South America itself encompasses a rich variety of natural and cultural environments—within individual nations as much as continent-wide. This diversity is a recurring theme in the book. The volume's three sections provide first a general survey, enriched with material from studies conducted in a number of different polities. The second section covers developments in Brazil, South America's largest nation and one that exhibits many of the features of education for sustainability found across the continent. Part three sets out and explores future trends. As with other books in the Schooling for Sustainable Development series, this volume will add impetus to scholarly exchange as well as contributing insights on education policy and curriculum changes across South American communities that exist in an increasingly globalized world.

Language, Literacy, and Learning in Primary Schools is a synthesis of the findings arising from four years of policy research and development in Nigeria's primary schools that focused on the gap between what teachers should know and be able to do, and the realities of teaching and learning in classrooms. It begins by critically examining the outcomes of primary schooling as measured by learning achievement results from national assessments, and by identifying some core learning problems for Nigerian primary school children. It reviews the findings from recent research reports that studied teaching and learning processes in primary school classrooms, and it identifies the pedagogical issues in primary classrooms that contribute to poor learning achievements. This report describes a research and development program that set out to improve teaching and learning in core learning skill areas of the curriculum. This study identifies priority areas for teachers' professional development. It suggests a policy framework for the continuing professional development of primary school teachers, including the initial preparation of teachers and their induction into teaching. It proposes medium and long-term strategies to bring about the desired changes in teaching and learning through school-based approaches to teacher development.