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No one answered when I tapped at the back door of Madumo's home on Mphahlele Street a few days after my return to Soweto, so I pushed the buckling red door in a screeching grind of metal over concrete and entered calling, "Hallo?" So begins this true story of witchcraft and friendship set against the turbulent backdrop of contemporary Soweto. Adam Ashforth, an Australian who has spent many years in the black township, finds his longtime friend Madumo in dire circumstances: his family has accused him of using witchcraft to kill his mother and has thrown him out on the street. Convinced that his life is cursed, Madumo seeks help among Soweto's bewildering array of healers and prophets. An inyanga, or traditional healer, confirms that he has indeed been bewitched. With Ashforth by his side, skeptical yet supportive, Madumo embarks upon a physically grueling treatment regimen that he follows religiously—almost to the point of death—despite his suspicion that it may be better to "Westernize my mind and not think about witchcraft." Ashforth's beautifully written, at times poignant account of Madumo's struggle shows that the problem of witchcraft is not simply superstition, but a complex response to spiritual insecurity in a troubling time of political and economic upheaval. Post-apartheid Soweto, he discovers, is suffering from a deluge of witchcraft. Through Madumo's story, Ashforth opens up a world that few have seen, a deeply unsettling place where the question "Do you believe in witchcraft?" is not a simple one at all. The insights that emerge as Ashforth accompanies his friend on an odyssey through Soweto's supernatural perils have profound implications even for those of us who live in worlds without witches. Language and Decoloniality in Higher Education brings together a collection of diverse papers

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that address, from various angles, the issue of decoloniality, language and transformation in higher education. It reflects the authors' cumulative years of experience as educators in higher education in different southern contexts. Distilled as case studies, the authors use a range of decolonial lenses to reflect on questions of knowledge, language and learning, and to build a reflexive praxis of decoloniality through multilingualism. Besides a number of decolonial perspectives which readers will be familiar with, this volume also explores a conceptual framework, Linguistic Citizenship, developed over the past two decades by scholars in southern Africa. In this collection, Linguistic Citizenship is used as a lens to 'think beyond' the inherited colonial matrices of language which have shaped this region (and many other southern contexts) for centuries, and to 're-imagine' multilingualism – and semiotics, more broadly – as a transformative resource in the broader project of social justice. Although each chapter has firm roots in the South African context, these studies have much to offer others in their 'quest for better worlds'. Of particular interest to global scholars are the authors' recounts of how they have grappled with leveraging the country's multilingual resources in the project of promoting academic access and success in the face of historical hierarchies of language and social power.

Originally planned as a fact-based book on the pre-colonial history of the Eastern Cape in the true tradition of history, this ground-breaking book focuses on epistemological and foundational questions about the writing of history and whose history counts. *Whose History Counts* challenges the very concept of 'pre-colonial' and explores methodologies on researching and writing history. The reason for this dramatic change of focus is attributed in the introduction of the book to the student-led rebellion that erupted following the #RhodesMustFall campaign

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which started at the University of Cape Town on 9 March 2015. Key to the rebellion was the students' opposition to what they dubbed 'colonial' education and a clamour for, among others, a 'decolonised curriculum'. This book is a direct response to this clarion call. Despite being written mainly in the third person, this book enables the perceptive reader to study a dramatic part of South Africa's history through the experiences of the main protagonist. Because of his legal background, Daniel is able to see how an initially fair legal system is corrupted in order to serve the increasingly desperate needs of the White minority. This is a mere backdrop, however, to a love story that grows closer to tragedy as time passes because the heroine is an alcoholic. The arrival of the computer alters the career of the hero dramatically and sends him on some overseas adventures to learn more about the legal implications of the new machine. As a leader of a missionary team to Malawi, Daniel also gets to grips with people with a totally different background and a differing worldview. The book is sensitive to background and atmosphere, and the hero encapsulates some of this in a few poems that form part of the main text. Jealousy, that green-eyed monster, also rears its head occasionally and further complicates relationships.

Een pakkend debuut.' - Publishers Weekly De Nigeriaanse Baba Segi wil het liefst zo veel mogelijk vrouwen bezitten en bezwangeren. Inmiddels heeft hij drie echtgenotes en een huis vol kinderen. Maar zijn vierde vrouw, de slimme Bolanle, raakt als enige niet zwanger - tot grote frustratie van Baba Segi. Als zijn geduld op is, zorgt Bolanle er onbedoeld voor dat het gehele huishouden als een kaartenhuis ineen dreigt te vallen. De vrouwen van Baba Segi is een

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meeslepende roman over vrouwen, jaloezie en intriges. Met humor, levensechte personages en een verrassende plot weet Lola Shoneyin de lezer tot de laatste bladzijde te boeien.

This book constitutes the refereed proceedings of the 45th Annual Conference of the Southern African Computer Lecturers' Association on ICT Education, SACLA 2016, held in Cullinan, South Africa, in July 2016. The three revised full papers and 13 work-in-progress papers presented together with two invited keynote papers were carefully reviewed and selected from 30 submissions. The papers are organized in topical sections on assessment methods, instruction methods, new curricula, social skills, and various experiences.

The South African Education Policy Review is an invaluable historical archive. It is a source book on policies, conflicts, developments and perspectives on education policy in the period 1993 to 2000. Drawing from a selection of articles from the successful Quarterly Reviews of Education and Training produced by the Education Policy Unit of the University of Witwatersrand, this book provides readers with detailed accounts of educational changes in South Africa over the past decade. It reflects upon significant events, trends and debates and provides insightful analysis of this extremely momentous period of South Africa's history. This collection brings together many African voices expressing their ideas and

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conceptions of musical practice and arts education in Africa. With essays from established scholars in the field as well as young researchers and educators, and topics ranging from philosophical arguments and ethno-musicology to practical classroom ideas, this book will stimulate academic discourse. At the same time, practical ideas and information will assist teachers and students in Africa and elsewhere, bringing fresh musical perspectives on instrument playing, singing, childrens literature and play.

Contents: What is Wrong with Teacher Education?, Is Distance Education Relevant?, What Has It Been Used for?, How is It Planned And Managed?, What Technologies Can We Use?, How Can You Fund It?, How Do Teachers Learn Practical Skills?, How Can We Assess It? International Guidelines on Open and Distance Teacher Education Discovery Publishing House The new South African edition of Tubbs and Moss offers examples, applications and cases tailored to the local market whilst retaining the successful focus on the principles and contexts of communication studies. The authors link theory and research with fundamental concepts and create plentiful opportunities for students to apply their understanding and develop useful communication skills. The new edition is fully updated with the most up to date reseach and examples, with a strong focus on cultural diversity, technology and local applications.

This book is essential for academics that enter the field of higher education and training, as it focuses on preparing teachers and trainers to respond appropriately to student success challenges. Student success is a burning issue, both globally and locally. While student achievement is determined by a combination of factors, teachers and their teaching practices

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do matter. Higher education teachers are expected to fulfil different roles at different times, such as planning for curriculum implementation, mentorship and coaching, facilitating learning, resource development, and student assessment. Against this background the primary purpose of Empowering novice academics for student success: Wearing different hats is building the capacity of novice teachers and trainers to play an influential role in increasing student success throughput.

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v. 3: The third volume in the series examines the role of anti-apartheid movements around the world. The global anti-apartheid movement was very successful in creating awareness of the liberation struggle in South Africa, and in contributing to the downfall of the apartheid government. This volume, in 2 parts, brings together analyses which in the main are written by activist scholars with deep roots in the movements and organizations they are writing about. This book contributes the thoroughly refereed post-conference proceedings of the 6th International Conference on Web-Based Learning, ICWL 2007, held in Edinburgh, UK, in August 2007. The 55 revised full papers presented together with 1 keynote talk were carefully reviewed and selected from about 180 submissions. The papers are organized in topical sections on personalized e-learning, learning resource organization and management, framework and standards for e-learning, test authoring, question generation and assessment, language learning, science education, visualization technologies for content delivery and learning behavior, practice and experience sharing, security, privacy and mobile e-learning, as well as blended learning.

Providing insight into the background, theory and practical applications of Universal Design for

