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The Zimbabwe School Examinations Council (Zimsec) says it will only register candidates who have completed their Continuous Assessment Learning Activities (Cala) requirements to sit for the June O and A levels final examinations. CALA is a student assessment system that was implemented in the final term of 2021 in preparation for the 2021 Zimsec examinations. The first phase of the regime was meant to run from July to September 2021 but was disturbed by the prolonged closure of schools due to the covid-19 pandemic. However, at the beginning of the final term (September 2021), the Ministry of Primary and Secondary Education (MOPSE) reduced the CALA components from the initial five components to three in response to the limited time available until examination starts. CALA is any learning activity or assessment that requires learners to perform, demonstrate their knowledge, understanding and proficiency. Under the system, Zimsec candidates physical and behavioural skills are assessed continuously (coursework) to contribute 30 percent to their final marks. Summative or knowledge skills assessed during examinations contribute 70 percent to the candidates final grade. In simple language, CALA is more of what university students do when they are given assignments (coursework) and the coursework is prepared and graded by their lecturer, however, with CALA moderators are involved. The CALA system is meant to test and examine three areas, cognitive domain (looking at knowledge domain) and also the psycho-motor and affective domain. The intention is to develop the skills of every learner and allow them to excel in other areas. According to MOPSE, CALAs are meant to introduce situations where assessment is to be holistic and authentic because a learners potential is not only what they keep in the head, but involves other skills. Zimsec's Relief For Parents As Government Removes CALA The Continuous Assessment Learning Activities (CALA) have been replaced with new school-based projects focusing on practical applications, reducing the number of areas covered in non-examination processes from about eight to one for each subject. Primary school learners will now engage in a maximum of six learning areas, down from a minimum of 27 previously required. Similarly, Form 1 to 4 students will focus on five compulsory learning areas. In alignment with the Second Republic policy of inclusivity, the Government is prioritizing the provision of conducive teaching and learning infrastructure across various regions, including rural areas, small-scale farming communities, commercial farming areas, as well as old and new resettlement areas. Following yesterday's Cabinet meeting in Harare, Information, Publicity, and Broadcasting Services Minister, Dr. Jenfan Muswere, announced Cabinet approval of the Heritage-Based Education 2024-2030 framework. This framework was presented by the Minister of Higher and Tertiary Education, Innovation, Science and Technology Development, Professor Amon Murwira, who chairs the Cabinet Committee on Human Capital Development, Skills Development, and Application. Heritage-based education will focus on pillars including learning programs, staffing, physical and digital infrastructure, legal and regulatory aspects, and financial infrastructure. Dr. Muswere highlighted key aspects of the learning programs infrastructure, including the rationalization of learning areas and the strengthening of school-based continuous assessment. At the infant level (ECD A to Grade 2), the number of learning areas has been reduced from 11 to six. Similar reductions apply to junior levels (Grades 3 to 7). At the secondary school level, core and compulsory learning areas are being reduced from seven to five. An inclusive and integrated approach will be adopted to cater to learners with special needs, including the provision of assistive devices, said Dr. Muswere. The review of assessment modalities and tools includes the rationalization of CALA activities, now referred to as school-based projects, emphasizing practical aspects observed within the school environment. Rutendo Mazhindu: Zim Now Reporters: A cloud of uncertainty hangs over the fate of Continuous Assessment Learning Activity marks for private candidates as the new curriculum, with its emphasis on School-Based Projects, takes center stage. With the June examinations looming and the November session on the horizon, many candidates and teachers are grappling with a lack of clarity regarding the status of previously earned CALA marks. The transition to SBP has left many questioning the relevance of prior CALA assessments, particularly for those private candidates who are not affiliated with a traditional school setting. This confusion is further compounded by the absence of official communication from the Ministry of Primary and Secondary Education and the Zimbabwe School Examinations Council. Emily Kabanda, a teacher at Budiriro 1 High School, articulated the widespread concern, stating, "As it stands, we only know that CALA marks will still apply for the June examinations. Beyond that, we have no clear direction from ZIMSEC on what will happen in November. Parents and students are coming to us with questions, but we have no answers because there is no official communication." The situation is particularly perplexing for private candidates who face the prospect of undertaking SBP without the structured support of a school environment. Kabanda highlighted this challenge, saying, "If SBP is to replace CALA, it is not clear how private candidates will be assessed or whether teachers will have a role in assisting them. Parents want to know if their children will have to redo assessments, and if so, who will be responsible for guiding them. We are also in the dark on whether those rewriting in November will need to redo the projects." The lack of guidance from ZIMSEC has left a significant information vacuum. Efforts to obtain clarification from key figures within the Ministry of Primary and Secondary Education proved unsuccessful. Minister Dr. Torerayi Moyo was unavailable for comment, and calls to ZIMSEC Director Professor Paul Mapfumo went unanswered. When contacted, the ministry's Director of Communications and Advocacy, Taungana Ndoro, offered a brief response, stating, "We will be back to you, but failed to provide any further details." 7/23/2025 7/23/2025 7/23/2025 THE Continuous Assessment Learning Activities (CALA) have, with immediate effect, been replaced with the new school-based projects of practical applications with the number of areas covered by the non-examination process reduced from about eight to one for each subject. Learners in primary schools will now be offered a maximum of six learning areas instead of a minimum of 27, which they used to do, while Form 1 to 4 learners will have five compulsory learning areas. In line with the Second Republic policy of leaving no one and no place behind, the Government is also ensuring the provision of conducive teaching and learning infrastructure in rural areas, small-scale and commercial farming areas as well as old and new resettlement areas. Speaking after yesterday's Cabinet meeting in Harare, Information, Publicity and Broadcasting Services Minister, Dr. Jenfan Muswere, said Cabinet received and approved the Heritage-Based Education 2024-2030. Dr. Muswere said it was presented by the Minister of Higher and Tertiary Education, Innovation, Science and Technology Development, Professor Amon Murwira, as the chairperson of the Cabinet Committee on Human Capital Development, Skills Development and Application. Heritage-based education would be anchored on the pillars of programmes or learning areas infrastructure, staffing infrastructure, physical and digital infrastructure, legal and regulatory infrastructure and financial infrastructure. Pertinent issues in the learning programmes infrastructure include rationalisation of learning areas and strengthening the school-based continuous assessment. At infant level (ECD A to Grade 2), learning areas are being reduced from the previous 11 to six. The reduction will also apply at junior level in Grades 3 to 7. At the secondary school level, the core and compulsory learning areas are being reduced from seven to five. An inclusive and integrated approach will be used to cater for learners with special needs, including thorough provision of assistive devices, Dr Muswere said. The review of the assessment modalities and tools would entail the rationalisation of CALA activities, now denoted as school-based projects, which emphasise the learner being observed carrying out the practical aspects at school. It had been envisaged that the identification of pathways would be implemented early when enrolling learners for secondary education to cater for differences in talent and ability. Learners at the secondary school level will study at least three electives from the following categories: the sciences, languages, humanities, commercials, technical and vocational, and physical education and arts. The future of the country will increasingly be shaped by science and technology, hence the bias in the education system to foster critical thinking, innovation, creativity, problem-solving and programming, said Dr Muswere. As the learners enrolled for secondary school level, he said, they would be then categorised according to their areas of proficiency. Central to the delivery of quality learning was the capacitation of teachers since the heritage-based curriculum required a different approach. Focus will be placed on in-service teacher training and coaching, using locally available resources. The inquiry-based teaching approaches and the methods pillar aims to transform teaching practices from the traditional rote learning, lecture and drill to more learner-centred approaches where pupils have space to develop their creativity, to develop and express their ideas, to collaborate, to learn by doing and thereby experience holistic development, said Dr Muswere. As part of employment creation, Dr Muswere said personnel qualified in technical and vocational programmes would be considered for employment as teachers in relevant learning areas. This is expected to increase the absorption of post-O-Level students in tertiary education institutions in the country and form the foundation of start-ups for enterprising learners. Suitable and appropriate physical and digital infrastructure will be provided, he said. Dr Muswere said the Government was prioritising the provision of adequate and appropriate infrastructure including classrooms, workshops, laboratories, internet connectivity, technical equipment and teachers houses to achieve the intended goals. The workshops and laboratories shall be tailor-made according to the unique geographical needs and locally available resources which learners can observe, manipulate and explore during their learning processes. Access to electricity, either from the national grid or renewable sources of energy, will be a priority for every school. This is to bridge the gap between the rural and urban schools. The focus will be more on learning by doing, he said. Dr Muswere said to actualise the aims of the education system, a review of the legal and regulations infrastructure would be undertaken. That included the alignment of the Heritage-Based Education Curriculum with Section 13 of the Constitution of Zimbabwe which states: The State and all institutions and agencies of Government at every level must endeavour to facilitate rapid and equitable development. Policies and regulations will be implemented to ensure that no place or individual is left behind as the curriculum is implemented. There will also be continuous harmonisation of the primary and secondary education curriculum with the higher education curriculum, Dr Muswere said. Responding to questions from the media, Primary and Secondary Education Minister Torerayi Moyo said the revised curriculum was intended to rationalise CALA. Minister Moyo said CALA was introduced at a time when there was an outbreak of Covid-19 around 2020 and in the majority of cases, the teachers had not been trained to effectively manage CALA. Our observations were that learners were doing more than 27 CALAs at Grade 6 and Grade 7 and that had to be reviewed. The revised curriculum is very important in the sense that we want to inculcate critical thinking skills in our students to embrace problem-solving issues, he said. Minister Moyo said learners needed to be able to innovate, identify societal problems burdening society, and then carry out their research for their projects based on the problems faced by the community. Our emphasis is to ensure that we vocational education so that by the time a learner finishes Ordinary Level, he or she must be able to provide goods and services that are needed. One should be able to have skills of making vehicles, writing housing plans. That is the main motive of this revised curriculum, he said. Minister Moyo said the Government aimed to ensure that before rolling out the curriculum, it became compulsory for every teacher to go through training as a form of human capital development. For easy connectivity, Minister Moyo said the Government would introduce internet in the box. That means we are going to have a server in schools, especially in rural areas. It means a server will be deployed in the administration block so that any learner within a radius of 100 to 200 metres can access the learning material uploaded by the teacher. There is not going to be any data costs because of the use of this server, he said. Government Scraps CALA and Introduces New School-Based Projects: Heres What You Should Know The government has made an important change in the education system that will put smiles on the faces of parents, teachers, and students. Continuous Assessment Learning Activities (CALA) have been scrapped and replaced with new school-based projects. Also read: Zimsec Reveals 2024 O and A-level Exam Fees with Good News for Parents and Guardians Government Scraps CALA: Here Are The New Changes In primary schools, students will now focus on a maximum of six learning areas instead of a minimum of 27. For students in Form 1 to 4, there will be five compulsory learning areas. The decision to implement this change was announced by Dr Jenfan Muswere, the Minister of Information, Publicity, and Broadcasting Services, after a recent Cabinet meeting in Harare. Dr. Muswere explained that the reduction in learning areas will be implemented across different grade levels. At the infant level (ECD A to Grade 2) and the junior level (Grades 3 to 7), the number of learning areas will be reduced from 11 to six. At the secondary school level, the core and compulsory learning areas will be reduced from seven to five. An inclusive and integrated approach will be used to cater for learners with special needs, including thorough provision of assistive devices. Learners at secondary school level will study at least three electives from the following categories: the sciences, languages, humanities, commercials, technical and vocational, and physical education and arts, Dr Muswere added. Also read: Urgent Alert: ZIMSEC Sets Strict 42-Day Deadline for Post-Release Results Queries, Explains How CALA May Affect Results Preparing Students for the Future: A Vocational and Problem-Solving Focus In response to media inquiries, Torerayi Moyo, the Minister of Primary and Secondary Education, stated that the revised curriculum aims to streamline CALA. He said they observed that students were burdened with over 27 CALAs in Grades 6 and 7, prompting the need for a review. The revised curriculum is designed to develop critical thinking skills in students and encourage them to solve problems effectively. Our observations were that learners were doing more than 27 CALAs at Grade 6 and Grade 7 and that had to be reviewed. The revised curriculum is very important in the sense that we want to inculcate critical thinking skills in our students to embrace problem-solving issues, he said. Minister Moyo emphasized that the goal is to provide students with vocational skills so that by the time they complete Ordinary Level, learners are capable of offering goods and services that are in demand. He said that the revised curriculum aims to equip students with practical skills such as vehicle manufacturing and architecture. Follow Us on Google News for Immediate Updates ZIMSEC announced significant updates to the CALA framework for 2025 and beyond. On 27 February, ZIMSEC revealed that Continuous Assessment Learning Activities (CALA) have been replaced by School-Based Projects as part of the new Heritage-Based Curriculum Assessment Framework, effective from November 2025. The new assessment approach integrates both Continuous Assessment (CA) and Summative Assessment (SA), with School-Based Projects contributing 20% to the final year mark, while the Summative Assessment will account for the remaining 80%. Two School-Based Projects will be conducted for students during Grade 6 and Grade 7, Form 3 and 4, and Form 5 and 6. Each project will contribute 10% to the final mark, with the total contribution being 20%. In addition, CALA marks that have been banked from previous years will remain valid for a maximum of six examination cycles, providing a window for repeating candidates to use their earlier marks for re-sits: 2022 CALA marks: Valid until June 2025 2023 CALA marks: Valid until June 2026 2024 CALA marks: Valid until June 2027 However, CALA marks from 2021 have reached their expiration date and will no longer be valid. Repeating candidates are encouraged to make use of their valid, banked CALA marks within the stipulated time frames. This transition aims to phase out the CALA system while ensuring a smooth integration of School-Based Projects, which will form part of the new assessment model, blending Continuous and Summative Assessments. You may also be interested in the following: What is CALA? Continuous Assessment Learning Activity (CALA) This is any learning activity or assessment that requires learners to perform, demonstrate their knowledge, understanding and proficiency. Continuous Assessment Learning Activity yields a tangible product and/or performance that serve as evidence of learning. A Continuous Assessment Learning Activity presents a situation that calls for learners to apply their learning in context. Pathway research project: A detailed study venture done by a learner in a chosen career area. Get help with your cala ZIMSEC introduced CALAs (Continuous Assessment Learning Activity (CALA). These cala components contribute 30% towards the final mark or grade a candidate gets in final zimsec examinations in each subject We have therefore committed ourselves to helping students who are struggling by providing model answers that you can use or refer to when completing your CALAs at a cost ranging from US\$5-US\$10 per two CALAs. HOW TO GET STARTED? Get in touch with us via WhatsApp and give us the CALA projects and details We provide you with a complete professionally written complete model answer as well as guidance on what is required of you. You write the answer and submit it to us via WhatsApp we provide you with feedback on areas you are supposed to improve Once we are satisfied with your answer you can submit to your school/learning institution You can pay us via ZIPIT/Mukuru or RTGS transfer based on the prevailing rate of the day. Payments must be done before we give you the answer. What you get for the US\$10 package You get everything you get with the US\$5 package but the answer you get from us is guaranteed to be unique and personal. With the US\$5 package, we may share the same answer with a large group of people and you can paraphrase on your own but with the US\$10 package, you get an answer that is unique to you. We cover all subjects for primary school and the following for ordinary level subjects At Ordinary Level we cover: English Language Mathematics Business Studies Business Enterprise and Skills Geography History Commerce Computer Science Commercial Studies Combined Science For Advance Level we cover: Geography Business Studies If you are interested use +26377802698

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