

## CREDIBILITY OF SCHOOL EXAMINATIONS IN ZIMBABWE: A REFLECTIVE ANALYSIS

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### ABSTRACT

*It is certainly true that examinations play a major role both in assessment of learning and selection of candidates for subsequent stages of education and/or for employment, (Bray 1998) hence most countries consider assessment and examinations as one of the most important aspects of the education system. Like in most Commonwealth countries<sup>1</sup>, Zimbabwe inherited an examination model of the UK, characterized by Ordinary (O) and Advanced (A) Level examinations. However after gradually taking over the examination process, suddenly, there have arisen negative sentiments on credibility of examinations and maintenance of assessment standards. Is there any objectivity in these statements or it is just a nostalgic attachment to pre-colonial institutions? This paper tries to answer this particular question as well as exploring alternative solutions*

Keywords: Zimbabwe, School Examinations, Curriculum Development, Education

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<sup>1</sup> Zimbabwe joined the Commonwealth of Nations soon after Independence in 1980. However the country left the Commonwealth in 2008 in protest of the Commonwealth heads of government and states attempt to intervene in Zimbabwe's political issues