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ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Ordinary Level

**ENGLISH LANGUAGE
PAPER 2**

4005/2

SPECIMEN PAPER NOVEMBER 2018

2 hours

Candidates answer on the question paper.

The comprehension passage is provided as an insert and that **should not** be posted to ZIMSEC.

Allow candidates **5 minutes** to count pages before the examination.

TIME 2 hours

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Write your name, Centre Number and Candidate Number in the spaces at the top of this page and your Centre Number and Candidate Number on the top right corner of every page of this paper.

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Answer **all** questions in the spaces provided using **black** or **blue** pens.

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You are advised to spend 1 hour 30 minutes on Section A and 30 minutes on Section B. Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

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Zimsec Olevel English Past Exam Papers

Edward Shizha, Michael T. Kariwo



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Moto, 2001 **O-level Additional Mathematics Challenging Drill Questions (Yellowreef)** Thomas Bond, Chris Hughes, 2014-07-18 updated with new questions from top schools colleges from 2003 2013 complete and true encyclopedia of all question types exposes surprise trick questions complete answer keys most efficient method of learning hence saves time arrange from easy to hard by topics and question types to facilitate easy absorption advanced trade book complete and concise eBook editions available also suitable for Cambridge GCE OL Cambridge IGCSE Cambridge IOL Books available for other subjects including Physics Chemistry Biology Mathematics Economics English Primary level Secondary level GCE O level GCE A level iGCSE Cambridge A level Hong Kong DSE visit www.yellowreef.com for sample chapters and more

Teacher in Zimbabwe, 2014 **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 *Global Perspectives on Teacher Performance Improvement* Al-Mahdi, Osama, Purinton, Ted, 2022-02-04 In service teacher professional development is central to most empirical conceptions of educational quality As the techniques and strategies for educational reform have spread rapidly throughout the world teacher professional development practices have been borrowed across borders It is important to study the global sharing of information on teacher professional development *Global Perspectives on Teacher Performance Improvement* examines the implementation of proven high quality teacher professional development practices in unique environments around the world It further explains the power of a globally connected community of teacher quality improvement Covering topics such as mentoring programs education technology and education workforce this book is an essential resource for educational administration and faculty pre service teachers the public education sector government officials educators of both K 12 and higher education researchers and academicians **From Testing to Assessment** Clifford Hill, Kate Parry, 2014-09-19 *From Testing to Assessment* English as an International Language provides a critical review of conventional and alternative approaches to the assessment of English literacy skills in various parts of the world It presents empirical studies conducted in three major settings in countries such as Japan and Brazil where English functions as the language of international commerce in multilingual countries such as Nigeria and Zimbabwe where English is the national language of education and government and in such countries as Canada the United Kingdom and the United States where English is the dominant language The book opens with a discussion of language assessment in relation to debates about the nature of literacy it concludes with a discussion of policy implications which is grounded in literacy theory as well as in practical constraints such as available human and material resources *Zimbabwe National Bibliography* ,1996 *Zimbabwe Books in Print* ,1998 *Zimbabwe Press Mirror* ,1998 **Language Planning in Africa** Nkonko Kamwangamalu, Richard Baldauf Jr., Robert Kaplan, 2016-04-08 This volume focuses on language planning in the Cameroon Sudan and Zimbabwe explaining the linguistic diversity historical and political contexts current language situation including language in education planning the role of the media the role of religion and the roles of non indigenous languages The authors are indigenous to the situations described and draw on their experience and extensive fieldwork there The extended case studies contained in this volume draw together the literature on each of the polities to present an overview of the existing research available while also providing new research based information The purpose of this volume is to provide an up to date overview of the language situation in each polity based on a series of key questions in the hope that this might facilitate the development of a richer

theory to guide language policy and planning in other polities where similar issues may arise This book comprises case studies originally published in the journal Current Issues in Language Planning **Zimbabwe Journal of Educational Research** ,1992

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