



# **ZIMBABWE SCHOOL EXAMINATIONS COUNCIL**

**General Certificate of Education Ordinary Level**

**MATHEMATICS**

**4004/2**

**PAPER 2**

**NOVEMBER 2018 SESSION**

**2 hours 30 minutes**

Candidates answer on the question paper

Additional materials:

Mathematical tables

Non programmable Electronic Calculator

Geometrical Instruments

Graph paper (if needed)

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

**This booklet should not be punched or stapled and pages should not be removed.**

**Time 2 hours 30 minutes**

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Write your name, Centre number and candidate number in the spaces at the top of this page.

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Check that all the pages are in the booklet and ask the invigilator for a replacement if there are duplicate or missing pages.

Answer all questions in Section A and any four from Section B.

Write your answers in the spaces provided on the question paper using black or blue pens.

If working is needed for any question, it must be shown in the space below that question.

Omission of essential working will result in loss of marks.

# Zimsec Mathematics Past Exam Papers With Answers

**Oswaal Editorial Board**



## **Zimsec Mathematics Past Exam Papers With Answers :**

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*Primary School Achievement in English and Mathematics in Zimbabwe* Levi M. Nyagura,Abby Rubin Riddell,1993 In Zimbabwe s primary schools higher achievement in math is associated with the amount of teacher training and instructional time as well as the pupil teacher ratio Higher achievement in English is associated with the pupil teacher and textbook to pupil ratios as well as the amount of teacher training

**Teacher in Zimbabwe** ,2014 Mapping research and innovation in the Republic of Zimbabwe Lemarchand, Guillermo A.,Schneegans, Susan,2014-08-11

**Zimbabwe Journal of Educational Research** ,2005 *Resources in Education* ,2001 Investigating the Impact of Information Communication Technology on Self-directed Professional Development of Teachers Emmanuel Mushayikwa,2011-03-02 The aim of this research was to investigate the perceived impact of ICT on Zimbabwean A level science and mathematics teachers self directed professional development The study was based on a questionnaire survey of 254 teachers throughout the country Supplementary data came from 54 interviews Some observations of teachers using ICT in teacher centres e mail correspondence and field reports also contributed to the database of the study An analysis framework was developed through the use of grounded theory on the interview transcripts The framework yielded 9 themes relating to the teachers use of ICT for their professional development These were 1 perceived professional identity 2 career development 3 Managing the ICT environment 4 theoretical and content knowledge 5 practical knowledge and skills 6 adaptation 7 professional networking and 8 9 perceived benefits to teachers and students Chaos complexity theory was used to identify the major attractors goals for teachers self directed professional development using ICT Two attractors were identified These were personal professional development and classroom practice However an over riding factor common to

both attractors was identified as self efficacy The study identified the over arching driver for self directed professional development as the teacher s need to improve their self efficacy A two dimensional model of self directed professional development was suggested The systemic element of the model focused on the self correcting impact of ICT use on professional development whilst the personal element focused on self efficacy as the central stratum for self directed professional development The study concluded by acknowledging the potent role that ICT is playing in the self directed continuing professional development of teachers in Zimbabwe and recommended among other things the inclusion of A level teachers in the development of localised online materials resources for their subjects This will help to enhance relevance of the materials to the Zimbabwean context **Moto** ,1998 *Zimbabwe* H. Besada,2011-01-03 Formerly one of Africa s most promising economies Zimbabwe has begun a process of economic reconstruction after decades of political turmoil and economic mismanagement The advent of a national unity government in February 2009 launched a new but still tentative era of political stability The government has a daunting political and economic agenda Top priorities include restoring the rule of law demonstrating fiscal responsibility and putting in place macroeconomic and structural reforms to win the confidence of domestic and international investors An optimistic time frame for its socio economic recovery is now estimated to be at least ten years Zimbabwe Picking Up the Pieces chronicles the steps that led to the downturn of the Zimbabwean state and economy before assessing what can be done to resuscitate a once thriving society Leading experts from and on the region explore the country s options on key governance issues from strengthening institutions to addressing food security to promoting private sector development to mobilizing donor country assistance This collection offers a unique glimpse into a fragile state and the severe costs Zimbabweans have and will have to endure if there is to be any hope of recovery **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 Reshaping Entrepreneurial Education Within an Industry 4.0 Context Naidoo, Vannie,Verma, Rahul,2024-01-17 Higher education is constantly changing and advancing and the integration of technology and its transformative potential remains elusive for many universities globally While other industries have surged forward with digitization higher education has been

slow to completely embrace technology driven outcomes Reshaping Entrepreneurial Education Within an Industry 4 0 Context sheds light on the barriers preventing widespread technological adoption and the profound changes that Industry 4 0 brings to education As the fourth industrial revolution Industry 4 0 continues to unfold this book delves into how this phenomenon is reshaping the field of education This book presents a comprehensive analysis of how digital technology and capabilities are becoming integral to building more flexible and adaptive tertiary education systems in regions like Latin America and the Caribbean It also highlights the challenges faced by online learning and the urgent need for a fundamental rethinking of higher education to ensure equal access to quality education This publication addresses a diverse audience making it an essential resource for students academicians and higher education administrators seeking an in depth understanding of Reshaping Entrepreneurial Education Within an Industry 4 0 Context For practitioners it provides valuable insights to enrich their work in the realm of higher education The book covers a broad spectrum of key themes including the impact of the 4th industrial revolution on entrepreneurial education the transformative power of online learning in global universities and the hurdles faced in adopting digital education Additionally the experts behind this research delve into how information and communication technologies ICTs are influencing educational policies and teaching methods worldwide as well as the role of metaverse technologies in designing curricula for entrepreneurial education [Zimbabwe Research Index](#)

,1980 Register of current research in Zimbabwe *A Century of Science and Technology* ,1999 **Conceptual**

**Difficulties of Applicants Into the Zimbabwe Science Teacher Training Project (ZIMSTT) B.Ed. Chemistry**

**Programme** Duro Ajeyalemi,1991 **Quaestiones Mathematicae** ,2006 [Sustainable and Dynamic Graduate](#)

[Employability](#) Mona Khare,2023-09-22 This volume presents a theoretical and strategic discussion on the linkages between sustainable graduate employability skill building and economic growth With case studies from India South Africa Zimbabwe Taiwan England Germany the United States United Arab Emirates Australia and Asian countries it looks at the skills training and education landscape around the continents examines the state of employment and offers case specific recommendations The book analyses the role of higher education and vocational education policies and strategies in integrating skill training in education in order to achieve quality education and sustainable employment for all An important critique of skills training education policy and employment planning the volume will be an essential read for scholars and researchers of sustainable development development studies public policy political economy labour studies and education It will also be useful for policymakers **The African Book Publishing Record** ,1990 **The Zimbabwe Science News** ,1999

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