



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Ordinary Level

GEOGRAPHY
PAPER 1 – Multiple Choice

4022/1

JUNE 2019 SESSION

1 hour 15 minutes

1:50 000 Survey Map is enclosed with this question paper.

Additional materials:

Multiple Choice answer sheet

Soft clean eraser

Soft pencil (type B1 or HB is recommended)

TIME 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name, centre number and candidate number on the answer sheet in the spaces provided unless this has already been done for you.

There are **forty** questions in this paper. Answer **all** questions. For each question, there are four possible answers, **A, B, C** and **D**. Choose the **one** you consider correct and record your choice in **soft pencil** on the separate answer sheet.

Read very carefully the instructions on the answer sheet.

INFORMATION FOR CANDIDATES

Each correct answer will score **one** mark.

A mark will **not** be deducted for a wrong answer.

Any rough working should be done in this booklet.

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Zimsec Reports On O Level Geography To Teachers

Christian Drosten



Zimsec Reports On O Level Geography To Teachers:

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.

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chapter Ensure that students maximise their time in the exam with examiner s tips and suggestions on how to approach questions Contextualise knowledge with authentic case studies This Study and Revision Guide has been updated for the latest syllabus for examination from 2020 This title has not been through the Cambridge Assessment International Education endorsement process Focus on Physical Geography Cheng Leong Goh,1994 World Geography & Cultures Kate O'Halloran,2006 Presents geography activities for each day of the school year **Cambridge IGCSE and O Level Complete Geography: Student Book Third Edition** David Kelly,Muriel Fretwell,2025-07-29 Written by subject and assessment experts the Cambridge IGCSE O Level Complete Geography Student Book provides complete support fully matched to the latest Cambridge IGCSE O Level Geography syllabus For first teaching 2025 first examinations 2027
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in limited quantities it won't be much problem health problems arise when we take too much junk food so junk food itself is not the problem but limiting the intake is the key

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should junk food be banned in schools students have been getting more obese over the years if schools want to follow through with their health programs they should get the kids to eat healthier and not just exercise more i think it should be banned

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mar 24 2019 junk foods are easier to manage when they are allowed as part of the school policy schools do have the ability to ban the presence of junk food on their grounds parents can limit the access that children have to these items at home

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junk food addiction is a worldwide issue that concerns every society some agree that junk food should be banned because of its disadvantages such as obesity heartache diabetes and further damages in the future on the other hand others disagree that junk food should be banned due to its advantages which are that junk food is easy to make and

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obesity that is the condition of being severely overweight people with obesity are at higher risk for health problems such as heart disease and type 2 diabetes but some people argue that a ban on buying junk food won't do very

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