



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Advanced Level

MATHEMATICS
PAPER 4

9164/4

JUNE 2014 SESSION

3 hours

Additional materials:
Answer paper
Graph paper
List of Formulae

TIME 3 hours

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

There is no restriction on the number of questions which you may attempt.

If a numerical answer cannot be given exactly, and the accuracy required is not specified in the question, then in the case of an angle it should be given to the nearest degree, and in other cases it should be given correct to 2 significant figures.

If a numerical value for g is necessary, take $g = 9.81 \text{ ms}^{-2}$.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is 120.

Within each section of the paper, questions are printed in the order of their mark allocations and candidates are advised, within each section, to attempt questions sequentially.

The use of an electronic calculator is expected, where appropriate.

You are reminded of the need for clear presentation in your answers.

This question paper consists of 7 printed pages and 1 blank page.

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Zimsec Alevel Mathematics 2014

Shasha Hu



Zimsec Alevel Mathematics 2014:

ICICKM 2017 14th International Conference on Intellectual Capital Knowledge Management & Organisational Learning
Prof. Eric Tsui ,Prof. Benny Cheung,2017-07-12 *The Routledge Handbook of Disability in Southern Africa* Tsitsi Chataika,2018-07-27 This comprehensive ground breaking southern African centred collection spans the breadth of disability research and practice Reputable and emerging scholars together with disability advocates adopt a critical and interdisciplinary stance to prove challenge and shift commonly held social understanding of disability in traditional discourses frontiers and practices in prominent areas such as inter national development disability studies education culture health religion gender sports tourism ICT theatre media housing and legislation This handbook provides a body of interdisciplinary analyses suitable for the development of disability studies in southern Africa Through drawing upon and introducing resources from several disciplines theoretical perspectives and personal narratives from disability activists it reflects on disability and sustainable development in southern Africa It also addresses a clear need to bring together interdisciplinary perspectives and narratives on disability and sustainable development in ways that do not undermine disability politics advanced by disabled people across the world The handbook further acknowledges and builds upon the huge body of literature that understands the social cultural educational psychological economic historical and political facets of the exclusion of disabled people The handbook covers the following broad themes Disability inclusion ICT and sustainable development Access to education from early childhood development up to higher education Disability employment entrepreneurship and community based rehabilitation Religion gender and parenthood Tourism sports and accessibility Compelling narratives from disability activists on societal attitudes toward disability media advocacy accessible housing and social exclusion Thus this much awaited handbook provides students academics practitioners development partners policy makers and activists with an authoritative framework for critical thinking and debates that inform policy and practice in incomparable ways with the view to promoting inclusive and sustainable development *Beyond the Crises: Zimbabwes Prospects for Transformation* Tendai Murisa,Tendai Chikweche,2015-12-01 Over the past years few African countries have been the focus of discussions and analyses generating a vast array of literature as much as Zimbabwe The socioeconomic and political crises since the turn of the century have deeply transformed the country from the ideals of a vibrant freshly independent nation just two decades earlier These transformations have necessitated the call for the restructuring of Zimbabwean society polity and economy But this literature remains exclusively within the realm of academic thinking and theorising with no concerted effort to move beyond this by explicitly drawing out the policy implications *Beyond the Crises Zimbabwes Prospects for Transformation* is a welcome addition to the academic and policy literature with a much broader and all embracing focus in terms of policy interventions By focusing on different aspects of social and economic justice Murisa and Chikweche go beyond initiating a broad discussion on these two key pillars of human development with a view to

suggesting possible future directions of practical solutions and policy development for the attainment of inclusive social and economic justice for Zimbabweans

Validating Technological Innovation David Coniam, Peter Falvey, 2016-04-02 This book discusses Hong Kong's use of onscreen marking OSM in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

Code-Switching as a Pedagogical Tool in Bilingual Classrooms Miriam Chitiga, 2021-11-29 Presenting a mixed methods study conducted in a bilingual mathematics classroom in Zimbabwe, this text reveals the semantic pedagogical functions and linguistic forms of code switching during STEM instruction. Code Switching as a Pedagogical Tool in Bilingual Classrooms offers a detailed analysis of code switching in the context of educational linguistics and reveals ten major pedagogical techniques which illustrate how teachers use code switches to engage students and provide guidance, clarification, discipline and recaps during individual and whole class interactions. Chapters highlight that code switching can be used in a targeted manner to harness the cognitive potential of bilingual speakers and enhance instruction. Ultimately, the text identifies implications for teacher education, language policy and educational leadership more broadly and demonstrates intersections with key areas including functional critical and cultural literacy. This text will benefit researchers, academics and educators with an interest in bilingualism, applied linguistics and secondary education more broadly. Those specifically interested in multicultural education, sociolinguistics and educational policy will also benefit from this book.

Perspectives in Curriculum Studies A Zama, N. Endeley, 2021-08-19 *Perspectives in Curriculum Studies* by Margaret Nalova Endeley and Martha Ashuntantang Zama is a comprehensive textbook for graduate students of Curriculum Studies and Instruction and a guide for education practitioners wherein they articulate contemporary curriculum concepts, principles and applications in the field. With illustrations from informed African perspectives, the authors situate curriculum theory and practice in local contexts so that African scholars, educators and others may be equipped with knowledge and skills to develop and maintain appropriate and relevant curricula for quality education. Framed in sixteen chapters grouped in five parts, the text begins with the exposition of basic terminology, curriculum theory and foundations of the curriculum, before delving profoundly into the curriculum development process. The latter portion gives the reader the opportunity to explore, analyse and evaluate different curriculum planning approaches and models, curriculum design dimensions and patterns and procedures for the development of syllabuses, textbooks and other curriculum materials. Also, Curriculum implementation tasks as well as strategies for evaluation of programs and courses are presented and discussed. Since curriculum and instruction are highly intertwined notions, instructional design is elaborately treated in two chapters, bringing out its theoretical underpinnings and procedures. The book closes with global perspectives.

of curriculum development in practice The goal here is to provide insights into trends issues and challenges not only in curriculum development but also in the curriculum field which should generate action towards the improvement of curriculum practice and spur the search for new knowledge

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