



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Ordinary Level

MATHEMATICS

4004/2

PAPER 2

NOVEMBER 2019 SESSION

2 hours 30 minutes

Candidates answer on the question paper

Additional materials:

Mathematical instruments

Mathematical tables

Electronic Calculator

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

INSTRUCTIONS TO CANDIDATES

Write your Name, Centre number and Candidate number in the spaces at the top of this page.

Write your Centre and Candidate number in the box on the top right corner of every page of this paper.

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** questions from Section B.

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

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

Omission of essential working will result in loss of marks.

Decimal answers which are not exact should be given correct to three significant figures unless stated otherwise.

Decimal answers in degrees should be given correct to one decimal place.

INFORMATION FOR CANDIDATES

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

Mathematical tables and Electronic calculators may be used to evaluate explicit numerical expressions

Zimsec O Level Mathematics 2015 Syllabus

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School Science Practical Work in Africa Umesh Ramnarain, 2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry based learning which signals a definite paradigm shift from the traditional teacher dominated to a learner centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work and professional development in teaching practical work. This book will be of great interest to academics, researchers and post graduate students in the fields of science education and educational policy.

STEM Education in Poverty Brantina Chirinda, Gladys Sunzuma, Perkins Muredzi, 2025-07-15 This book is about Science Technology Engineering and Mathematics (STEM) education in poverty and the lessons we learn from Zimbabwe. The world is driving towards the fourth Industrial Revolution (4IR) where economic growth has been attributed to STEM education. STEM education is vital in this era where both developed and developing countries are undergoing rapid changes. Globally, STEM education has been practised differently in schools and universities. University programs, new school curricula, instructional methods, extracurricular programs and professional development programs for in-service teachers have been created to cater to STEM subjects. STEM education is envisioned to produce critical thinkers, inventors, creators, problem solvers, innovators and professionals who will solve the world's ever-changing challenges including inequity, food insecurity, climate change, inequality and poverty. STEM is essential to modern education. Zimbabwe has faced significant economic challenges but has made remarkable strides in STEM education. By examining the successes and challenges of STEM education in Zimbabwe, we can learn valuable lessons about improving STEM education in underserved communities. This book contributes to the international debate surrounding the optimal STEM education for students in underserved schools. It incorporates detailed accounts of STEM education in Zimbabwe schools, shedding light on the challenges students and educators face in impoverished areas. In Zimbabwe, STEM education faces significant challenges such as materials and facilities, pedagogy, policy reform, access and relevance. Some of the main issues highlighted in this book are the need for more resources including funding, teaching materials and adequate laboratories. Effective STEM pedagogy is hampered by an education system that emphasises the curriculum and teacher-centred focus instead of focusing on how students can be taught or learn. Research has shown that in Zimbabwe, STEM teachers must apply inventive pedagogies and suitable learner-centred STEM teaching approaches. As a result, there is a need for more STEM-related programs and courses in schools and universities to improve the opportunities for students to pursue careers in these fields. Another challenge is the need for more

awareness about the opportunities and importance of STEM education and interest in STEM subjects among students which can be attributed to a lack of exposure and understanding of the relevance and importance of these fields in today's world. While lack of resources and other challenges hinder effectiveness, opportunity lies in promising pathways of policy and practice. In Zimbabwe, there is a varying degree of success in the implemented competence-based curriculum which emphasises inquiry-based learning and STEM education. Finally, there is a need for early exposure to STEM-based career opportunities and for more collaboration between the government, private sector and educational institutions to address these challenges and promote STEM education in Zimbabwe. This book uses Zimbabwe as an example to explore STEM education in poverty. By examining the successes and challenges of STEM education in Zimbabwe, this book offers valuable insights into how STEM education can be integrated into the curriculum in countries with developing and emerging economies. This book is an essential resource for anyone interested in improving STEM education in underserved communities.

Embracing the Melody of Phrase: An Psychological Symphony within **Zimsec O Level Mathematics 2015 Syllabus**

In a world consumed by displays and the ceaseless chatter of immediate communication, the melodic beauty and emotional symphony created by the published term usually disappear in to the backdrop, eclipsed by the relentless noise and distractions that permeate our lives. But, located within the pages of **Zimsec O Level Mathematics 2015 Syllabus** a marvelous fictional value filled with natural feelings, lies an immersive symphony waiting to be embraced. Crafted by an outstanding composer of language, this interesting masterpiece conducts visitors on a psychological trip, well unraveling the hidden tunes and profound affect resonating within each carefully constructed phrase. Within the depths of this touching evaluation, we shall discover the book is main harmonies, analyze their enthralling writing style, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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