



ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
General Certificate of Education Ordinary Level

MATHEMATICS
PAPER 2

4004/2

JUNE 2024

2 hours 30 minutes

Candidates answer on the question paper.
Additional materials: Geometrical instruments
Mathematical tables/ Electronic calculator

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

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

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

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.

Decimal answers which are not exact should be given correct to three significant figures unless stated otherwise. Answers in degrees should be given 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 or electronic calculator may be used to evaluate explicit numerical expressions.

This question paper consists of 30 printed pages and 1 blank page.

Maths Paper June 2001zimsec

Lei Huang

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

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Quarterly Index to Africana Periodical Literature, 2000 **Quarterly Index to Periodical Literature, Eastern and Southern Africa** Library of Congress. Library of Congress Office, Nairobi, Kenya, 2000 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 **Ethiopian Journal of Education**, 2001 International Handbook of Mathematical Learning Difficulties Annemarie Fritz, Vitor Geraldi Haase, Pekka Räsänen, 2019-01-30 This comprehensive volume provides teachers researchers and education professionals with cutting edge knowledge developed in the last decades by the educational behavioural and neurosciences integrating cognitive developmental and socioeconomic approaches to deal with the problems children face in learning mathematics The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades but the most part of this research has been conducted in non applied settings and there s still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings Now it s time to bring the results from the laboratory to the classroom Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society

Curricula, Examinations, and Assessment in Secondary Education in Sub-Saharan Africa World Bank, 2008-02-15 Economic and social changes fast evolution of technology and the growing importance of Internet services and international communications all these require secondary education providers to adapt what is taught and learned in schools However in Africa the content of secondary curricula is in most cases ill adapted to 21st century challenges where young people are

mobile have access to more and instant information and face health threats such as HIV AIDS In addition implementation problems exist and the time for instruction is often much less then what is required by the prescribed secondary curriculum In Africa there is a need to develop a secondary education curriculum adapted to the local economic and social environment but with international comparable performance indicators This study analyzes that challenge the quality of curricula and assessment and their development processes in secondary education in Africa against the background of existing contexts conditions and ambitions on the one hand and current pedagogical thinking on the other This World Bank Working Paper was prepared as part of the Secondary Education and Training in Africa SEIA initiative which aims to assist countries to develop sustainable strategies for expansion and quality improvements in secondary education and training

Information and Communications Technology in STEM Education Umesh Ramnarain,Mdutshekelwa Ndlovu,2023-07-21 This timely book presents the latest scholarly research on the integration of Information Communications Technology ICT for enhanced STEM education in African schools and universities Featuring critical discussion and illustration of key data led arguments this volume gives a comprehensive picture of the breadth complexity and diversity of issues present in different African countries It highlights a diverse range of topics such as approaches to ICT integration the use of digital technologies to support inquiry based learning teacher development and contextual issues in ICT integration for STEM education Chapters feature contributions and shared experiences from prominent science educators and researchers from across African regions and demonstrate findings and reflections on emerging trends pedagogical innovations and research informed practices on ICT integration in STEM education Offering cutting edge research on STEM and digital education in Africa the book will appeal to researchers postgraduate students and scholars in the fields of STEM education ICT education digital education and pedagogy

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Some Developments in Research in Science and Mathematics in Sub-Saharan Africa Lorna Holtman,2008 Much attention in late developing countries is given to providing access to studies which allow school leavers to enter science and technology related careers These programmes are driven by the belief that graduates will then substantially contribute to the developmental needs of their countries But is providing access to institutions enough Students in developing countries often come from school environments lacking in resources human physical and financial This book in a number of chapters reviews research related to the crucial dimension of epistemological access to the

disciplines of import which students need as much as institutional access in order to improve their chances of success A significant feature of this collection s research studies is that their empirical bases are highly localised covering areas such as research methods access curriculum instruction and assessment and the relevance of science and mathematics education in Zimbabwe Uganda Swaziland South Africa Namibia Malawi Ghana and Lesotho This volume provides invaluable insights and will be of relevance to researchers policy makers and lecturers interested in these research outcomes in Sub Saharan Africa It is the outcome of a doctoral research capacity development project the Graduate Studies in Science Mathematics and Technology Education GRASSMATE **Who's who in the South and Southwest** ,2005 Includes names from the States of Alabama Arkansas the District of Columbia Florida Georgia Kentucky Louisiana Mississippi North Carolina Oklahoma South Carolina Tennessee Texas and Virginia and Puerto Rico and the Virgin Islands

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