



**ZIMBABWE SCHOOL  
EXAMINATIONS COUNCIL  
(ZIMSEC)**

**ADVANCED LEVEL SYLLABUS**

**Further Mathematics  
9187**

**EXAMINATION SYLLABUS FOR 2013 - 2017**

# Zimsec O Level Mathematics Syllabus 2013

**Lewis Asimeng-Boahene, Michael  
Baffoe**



## **Zimsec O Level Mathematics Syllabus 2013:**

**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. *Religion and Development in Southern and Central Africa: Vol 2* Amanze, James N., Masango, Maake, 2020-01-19 This book is a result of a joint conference which was held from 18th-22nd July 2017 under the theme Religion, Citizenship and Development: Southern African Perspectives. The theme of the conference was adopted in order to underline the importance and significance of religion in the socio-economic development of people in the world generally and in Southern and Central

Africa in particular The papers in the book are divided into two volumes Volume one consists of papers which directly discuss religion and development in one form or another The second volume contains papers that discuss religion and other pertinent issues related to development The papers are grouped into sub themes for ease of reference These include Citizenship and Development Migration and Development Disability and Development Pentecostal Churches and Development and Religion and Society All in all despite a divergence of sub themes in volume two all point to issues to do with the role of religion in development in Southern and Central Africa today

**Indigenous Teaching Disciplines and Perspectives for Higher Education** Kgari-Masondo, Maserole Christina, 2025-03-28 Literature indicates that sociolinguists and educationists often claim multilingual practice and Africanizing and Indigenizing education will jeopardize national unity and social cohesion Such claims delay the implementation of decolonization policies and the transformation of the curriculum under false assumptions However research reveals many Indigenous students struggle with higher educational content which is often presented through languages that are unfamiliar to them This implies that there is a need to uncover resources that can assist in necessitating the implementation of Indigenous education globally and that all multilingual strategies in education must be based on quality mother tongue illustrative content as its foundation As a result further research on the subject is necessary to enhance teaching strategies that reach all Indigenous students Indigenous Teaching Disciplines and Perspectives for Higher Education illustrates the need for the implementation of a decolonized teaching and learning curriculum with integrated resources as models It explores how to improve Indigenous knowledge content and teaching methods Covering topics such as cultural identity African research methodology and Indigenous media this book is an excellent resource for teachers policymakers school administrators researchers scholars academicians and more

**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 undergo 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

**The World of Science Education** Femi S. Otulaja, Meshach B. Ogunniyi, 2017-09-12 Each volume in the 7 volume series The World of Science Education reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe and Israel North Africa and the Middle East and Sub Saharan Africa The focus of this Handbook is on research in science education in mostly former British colonies in Sub Saharan Africa and the scholarship that most closely support this program The reviews of the research situate what has been accomplished within a given field in Sub Saharan Africa rather than an international context The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts The approach allows readers to review what has been done and accomplished what is missing and what might be done next

Internationalisation of Higher Education for Sustainable Development , 2025-07-03 This book is an essential resource for academics postgraduate students policymakers and higher education practitioners particularly those engaged in internationalisation sustainability curriculum development and educational policy in the Global South It critically examines

the intersection of globalisation and sustainable development within higher education offering theoretical insights and practical strategies Featuring contributions from leading scholars it explores themes such as Indigenous Knowledge Systems STEAM education inclusive pedagogy and curriculum reform By addressing the challenges and opportunities of internationalisation this volume provides a roadmap for fostering globally engaged yet locally responsive institutions that advance equity sustainability and innovation in Southern African higher education Contributors are Conilius Jaison Chagwiza Munyaradzi Chidarikire Pinias Chikuvadze Thuthukile Jita Theresia Joakim Kanyopa Fumane Portia Khanare Anne Faith Majoni Farirai P Matemavi Clareta Makuvire Albert Mufanechiya Edson Mudzamiri Samuel Mugijima Christopher Mutseekwa Samuel Nnadoziem Ndukuba Zezekwa Nicholas Peace Ginika Nwokedi Gladys Sunzuma Davira Tamuka Kudzayi Tarisayi Mamosa Thaanyane Mudavanhu Young and Joseph Zuva

*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

**African Traditional Oral Literature and Visual cultures as Pedagogical Tools in Diverse Classroom Contexts** Lewis Asimeng-Boahene, Michael Baffoe, 2018-06-01 This book the second in the series is a distinct exploration of how educational policy makers curriculum developers educators learners and social activists can utilize the hitherto untapped rich resource of African traditional oral literature and visual cultures These are epistemological reservoirs and invaluable pedagogical tools in the delivery of content in the classrooms of the present global village most of whom contain diverse student populations from varying backgrounds The content of the book is thus designed to help expand educators repertoire of understanding beyond the hitherto conventional wisdom most of which are either outdated or are colonial impositions on former colonial entities Our motivation for pulling together this anthology was due to the fact scholars educators and educational policy makers have hitherto paid little attention to the epistemological and pedagogical value of Traditional Indigenous Knowledge systems TIKS Our objective has been largely achieved by this anthology in the sense that the research perspectives of the contributors to this effort have enhanced the hitherto limited exposure and knowledge about traditional oral literature and visual cultures in Africa The torch that has been lighted from this endeavor heightens the epistemological and pedagogical implications of TIKS In

launching this book we are extending a clarion call to researchers and disciples of Indigenous Knowledge systems in Africa and elsewhere to seize this opportunity and interest generated by this endeavor to undertake more studies in this area Our current efforts were focused mainly on Africa TIKS systems but we strongly believe that there are similar and equally powerful and important TIKS systems in other parts of the world Asia the Far East Central and Southern America as well as the Caribbean that are longing for exploration and exposition It is therefore our fervent hope that exploration and dissemination of knowledge in this field will continue with the flame lighted from this endeavor We believe that these efforts will greatly enhance awareness an otherwise neglected and almost forgotten but important aspects of knowledge creation and dissemination especially about traditional and hitherto unwritten histories and knowledge systems around the world These undertakings will help to broaden the conceptualization of what constitutes global knowledge within the current reality of globalization

**Effective Mentoring and Supervision for Best Practices** Costain Tandi,Munyaradzi Mawere,Wilson Zivave,Pedzisai Goronga,Annah Moyo,2025-07-17 This volume offers a profound exploration of mentorship within Zimbabwe s educational framework emphasising the crucial phase of work integrated learning It assembles the insights of distinguished educators researchers and practitioners committed to enhancing teacher training through effective mentorship and supervision Through thoughtfully crafted chapters the book examines best practices in mentorship underscoring the significance of robust teacher student relationships culturally responsive pedagogy teamwork and the synthesis of theoretical knowledge with practical application Each chapter delves into essential elements of effective supervision such as building trust providing constructive feedback and fostering an inclusive teaching learning environment that honours diverse cultural contexts The book provides valuable strategies to boost student engagement enhance instructional effectiveness and encourage reflective practice among emerging educators Additionally the volume presents innovative approaches for immersing trainee teachers in meaningful hands on experiences that connect classroom learning with real world application Featuring contributions from a diverse array of voices in the field this book serves as an indispensable resource for teacher trainees mentor teachers educational leaders and policymakers Its goal is to equip those involved in teacher training with the skills necessary to cultivate the next generation of educators thereby improving the quality of education throughout Zimbabwe More than a guide this volume is a clarion call for transformative mentorship that acknowledges the significant impact of effective supervision on the future of teaching and learning

**Sustainable Development in Africa** Walter Leal Filho,Rudi Pretorius,Luiza Olim de Sousa,2021-07-09 This book serves the purpose of documenting and promoting African experiences on sustainable development which encompasses both formal and non formal education Sustainable development is very important to Africa but there is a paucity of publication which documents and promotes experiences from African countries Due to their complexity the interrelations between social economic and political factors related to sustainable development especially at universities need to be better understood There is also a real need to

showcase successful examples of how African institutions are handling their sustainability challenges It is against this background that this book has been produced It is a truly interdisciplinary publication useful to scholars social movements practitioners and members of governmental agencies and private companies undertaking research and or executing projects focusing on sustainability from across Africa As African nations strive to pursue the UN Sustainable Development Goals it is imperative to cater for the information needs seen across the continent and foster the dissemination of experiences and case studies which may support both on going and future efforts The scope of the book is deliberately kept wide and we are looking for contributions across the spectrum of sustainable development from business and economics to arts and fashion administration environment languages and media studies

*Statistics 1 for OCR* Steve Dobbs, Jane Miller, 2000-06-15 This book is part of the Cambridge Advanced Level Mathematics series written specifically for the OCR modular mathematics syllabus Each book or half book corresponds exactly to one module Statistics 1 has chapters on data representation probability expectation and variance and the binomial distribution It also introduces correlation and regression Each chapter starts with a short list of learning objectives and mathematical ideas are explained carefully and clearly with many worked examples There are plenty of exercises throughout along with revision exercises and mock exam papers all written by experienced examiners



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web in order to get the maximum advantage of a prestressed concrete member it is necessary to use not only high strength concrete but also high tensile steel wires concrete used for prestressed work should have cube strength of 35 n mm<sup>2</sup> for post tensioned system and 45n m m<sup>2</sup> for pretensioned system

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