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# **Heritage - Social Studies**

**Grade 7**

**Learner's Book**

**Wilson Zivave**

 **SECONDARY  
BOOK PRESS**

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*Topic*

**1**

# **IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE**

## **Topic Introduction**

Family is an important aspect in local communities. Everyone belongs to a family and each family has its own history and background. This topic looks at marital relationships which exists. It is important to look at an ideal marital relationship. There will be a look at causes of marital disputes in a family. The topic will also look at family conflict, the focus will be on causes of conflict at home, school and community.



# Unit

# 1

## MARITAL RELATIONSHIPS

### Unit Objectives

By the end of this unit, you should be able to:

- (a) identify characteristics of ideal marital relationship.
- (b) suggest possible causes of marital disputes.

### Looking Back

In the previous grade, you learnt about the clans in Zimbabwe, cultural values of motherhood and fatherhood in the precolonial era. You learnt about the cultural norms and values protecting motherhood like taboos and motherhood cow. In this grade, you will learn on ideal marital relationship and possible causes of marital disputes.

### Key Words

- |                              |  |
|------------------------------|--|
| <b>Marital relationships</b> | – the marriage relationship between husband and wife as couples. |
| <b>Marital dispute</b>       | – disagreements or quarrels in marriage.                         |

### Characteristics of ideal marital relationship

A marital relationship refers to a marriage relationship where a husband and wife or wives live as couples. Marital relationship is sealed by formal payment of the lobola in indigenous culture. It also involves two families than two individuals. This means that marital relationship is accepted by society.

An ideal marital relationship has some key features which make it a model of proper marital relationship. Some of these characteristics include fidelity, love, respect, commitment, trust, time, attention, good communication. Good communication



Husband and wife

include listening , partnership, tolerance, patience, openness, honesty, sharing, consideration, generosity, willingness or ability to compromise, constructive management of disagreements or arguments, willingness to see another's viewpoint, willingness to forgive and apologise and have fun.

## Causes of marital disputes

Marital disputes refers to conflicts in marriage between married couples. It weakens the marriage bond and can result in divorce. The following are the identified root causes of marital conflicts in the society:



*A man chasing away his wife after a dispute*

1. **Educational and intellectual differences** cause marital disputes. For example, if a person is educated and marries someone who is not educated. It is assumed that the levels of thinking are different which causes misunderstandings resulting in marital disputes.
2. **Barenness** is another cause of marital disputes in today's marriages.
3. **Technology:** misuse of social media particularly WhatsApp and Facebook has become a major threat to marriage. Social media misuse is worsened by sending erotic messages, and also watching pornographic pictures and videos.
4. **Sexual challenges** such as being less intimate, infidelity and conjugal rights creates marital problems between couples.
5. **Family interference:** in-laws' demands and too much expectations from their sons and daughters forgetting that they have also needs to fulfill in their lives. In-law demands come from both the husband and wife's side. Being married to a poor family is one of the serious challenges which in-laws find it difficult to accept. This creates marital disputes.
6. **Poor communication affects marriage:** If a couple fails to communicate well with each other, it can lead to conflict in marriage. For example, one must know the kind of words to choose when talking to his or her partner.
7. **Religious differences** for example, if one belongs to Indigenous Religion and the other one belongs to Christianity. This results in religious conflict at home.
8. **Age of marriage:** those who get married at a young age are at a great risk of marital conflicts and divorce because they will be still wanting to enjoy life as the youth.

## Activity 1

Perform a role play in groups on marital disputes.

### Exercise 1

1. What is a marital dispute?
2. \_\_\_\_\_ is the seal of marital relationship.
3. Identify two features of an ideal marital relationship.
4. State any two causes of marital disputes.
5. Name any one effect of marital disputes.

### Key points in this unit

- A marital relationship refers to a marriage relationship where a husband and wife or wives live as couples.
- An ideal marital relationship has some key features which make it a model of proper marital relationship.
- Social media misuse is worsened by not only sending erotic messages but also pornographic pictures and videos.
- Poor communication affects marriage.

## Unit Revision Exercises

### Multiple Choice Questions

1. \_\_\_\_\_ is a feature of an ideal marital relationship.  
**A. Infidelity**      **B. Dishonest**      **C. Fighting**      **D. Love and respect**
2. \_\_\_\_\_ is not a feature of bad marital relationship.  
**A. Quarrelling**      **B. Impatience**      **C. Intolerance**      **D. Forgiving**
3. \_\_\_\_\_ is not a cause of marital disputes in contemporary society.  
**A. Sexual challenges**      **B. Payment of lobola**  
**C. Technology**      **D. Poor communication**
4. \_\_\_\_\_ is the major cause of marital disputes in modern marriage.  
**A. Technology use**      **B. Witchcraft**      **C. Faithfulness**      **D. Farming**
5. \_\_\_\_\_ is a solution to marital disputes.  
**A. Dialogue**      **B. Fighting**      **C. Gossiping**      **D. Infidelity**

### Structured Questions

1. What is a marital relationship?
2. \_\_\_\_\_ is the seal of marital relationship.
3. Identify two features of an ideal marital relationship.
4. State any two causes of marital disputes.
5. State any one effect of marital disputes.



### Unit Objectives

By the end of this unit, you should be able to:

- (a) identify conflicts at home, school and community.
- (b) examine causes of conflicts at home, school and in the community.

### Looking Back

Conflicts are found at every level of society like home, school, and community as well as at national level. In this unit, you will focus on conflicts at home, school and community looking at their causes as well as how they can be resolved.

### Key Words

<b>Conflict</b>	– a serious disagreement between two parties that can result in fighting or quarrelling.
<b>Conflict management</b>	– ways that are used to resolve conflicts.

### Causes of conflicts at home, school and community

Conflicts at home, school and community are caused by several factors. A conflict at home can be between parents and children. It can also be between father and mother while at school it is a conflict between learners or between learners and teachers. In the community it can be between two villages or clan territory or residential areas.

### Causes of conflicts at home

1. **Individual differences:** people are different in nature, attitudes, ideals and interests. On account of these differences, they fail to accommodate each other which may lead to conflict among them. For example, difference between parents and children results in conflict at home.



Conflict between children at home

2. **Clash of interests:** the interests of different people or groups occasionally clash. For example, the interest of the father clash with that of mother.
3. **Social change:** social change becomes a cause of conflict when a part of society does not change along with changes in the other parts. Social change causes cultural gaps which leads to conflict. The parent-children conflict is the result of social change.

### Causes of conflicts at school

1. **Cultural differences:** the cultural differences among the groups sometimes cause tension and lead to conflict. At school, learners from different cultural backgrounds may fight. For example, a Muslim student at a Christian school can result in conflicts at school.
2. **Social change:** social change becomes a cause of conflict when a part of society does not change along with changes happening in society. Social change causes cultural gaps which leads to conflict. At school the change of a teacher results in conflict among learners.



*Religious conflict at school*

3. **Differences in religious beliefs causes conflict at school level:** for example, students of Christian background can clash with students of Muslim background.
4. **Learning resources** like textbooks, benches and laptops is a cause of conflict between learners at school level.
5. **Leadership positions** cause conflicts at school level between learners. Learners fight for positions like that of being a class monitor as well as school prefect.
6. **Discrimination** is a cause of conflict between learners and teachers. For example, when the teacher favours one learner at the expense of the other. This results in conflict between the teacher and the learner as well as the favoured learner and the discriminated learner.

### Causes of conflicts in the community

1. **Cultural differences:** the cultural differences among the groups sometimes cause tension and lead to conflict. Clashes may happen in the community because of cultural differences. For example, Xangani people may clash with the Shona over kukomba.
2. **Clash of interests:** the interests of different people or groups occasionally clash. In the community, two groups may



*Conflict at a bus stop*

# Unit

# 3

## DIFFERENT LANGUAGES AND CULTURES OF ZIMBABWE

### Unit Objectives

By the end of this unit, you should be able to:

- (a) list languages spoken in Zimbabwe.
- (b) identify various cultural practices in different parts of Zimbabwe.

### Looking Back

In the previous grade, you learnt about the significance of customs, beliefs, folklore, games, songs and dances of the indigenous people. In this grade, you will learn about the languages that are spoken in Zimbabwe as well as the various cultural practices in different parts of Zimbabwe which are important in understanding the people's heritage.

### Key Words

- Cultural practice** – the repeated performances that are done by a particular ethnic group.
- Language** – words and phrases used by a particular ethnic group, for example, the Ndebele, Venda or Kalanga.

### Languages in Zimbabwe

A language refers to words and phrases used by a particular ethnic group. Throughout history, English, Shona and Ndebele have been dominating as the official languages in Zimbabwe. However, the new constitution of Zimbabwe embraced diversity of language and ethnicity by adopting other languages as official languages.

There are sixteen official languages in Zimbabwe. These languages include Chewa, Chibarwe, English, Kalanga, Koisan, Nambya, Ndau, Ndebele, Xangani, Shona, Sotho, Tonga, Tswana, Venda, Xhosa and sign language.

Language	Province	Area of dominance
ChiShona	Masvingo, Midlands, Mashonaland East, Central and West, Manicaland	Gutu, Murehwa, Marondera, Nyajena, Chirumhanzu, Chivi, Mberengwa, Chimanimani, Makoni etc.

The cultural heritage for different ethnic groups is displayed by distinct religious ceremonies and rituals, indigenous medicines used by the people, cultural practices and even children's games. This topic focuses on the cultural heritage which is the pillar of who we are and where we are going as indigenous people.

Zimbabwe is a multi-cultural society with unique customs. A custom refers to an established accepted social practice. Some of the cultural groups in Zimbabwe include the Tonga, Korekore, Nambya, Ndebele, Karanga, Venda, Sothos, Xangani, Kalanga, the vaBudja, Zezurus, Manyika and Ndau. Children are socialised to have customs as they grow up.

### 1. *Kutyora muzura*

Firstly women are supposed to bend their knees (*kupfugama* or *kutyora muzura*) when greeting male elders. In some cultures like the Karanga people in Nyajena, when mother-in-law meets a son-in-law both are supposed to squat down and greet each other whilst not looking into the face of each other.



*Kutyora muzura*

### 2. Removal of hats

Men are supposed to put off their hats during rituals and even when a chief is addressing them. This is a way of respecting ancestors and authority. Furthermore, hats are supposed to be removed when eating among most indigenous ethnic groups in Zimbabwe.

### 3. Greetings among the Ndau and Manyika people

Among the Ndau and Manyika people, no hand shaking is allowed when a woman is greeting a man. Instead, the woman bends her knees and passes her greetings and the man responds.



*A man removing his hat*

### 4. *Kusuma*

During funeral and other family gatherings, the beast that is supposed to be killed is shown to the respected dignitaries. They say this is your relish. This is what is known as *kusuma* which means to notify.

### 5. Burial

During burial among the Karanga, the widow and the first born are not allowed to visit the gravesite as well as pregnant mothers.

### 6. *Kutobela* among the Nambya

*Kutobela* is a custom among the Nambya where a man approaches a girl he loves to marry and fondles her breast in the public. This is a sign that one wants to marry that girl and the girl would follow the boy. The two become a couple after the payment of *lobola*.

# Unit

# 4

## CUSTODIANS OF CULTURE

### Unit Objectives

By the end of this unit, you should be able to:

- (a) outline the hierarchy of indigenous leadership in Zimbabwe.
- (b) explain the role of indigenous leadership in Zimbabwe.
- (c) describe how chiefs are installed and buried.

### Looking Back

In the previous grade, you looked at indigenous governance by describing the indigenous governance structure of a village head, headman and chief. In this grade, you will learn about the hierarchy and the role of indigenous leadership. You will also learn about how indigenous chiefs are installed and buried in this grade.

### Key Words

<b>Chief</b>	– the clan leader of an indigenous society.
<b>Chief installation</b>	– how someone in position of leadership is given the title through a ceremony.
<b>Hierarchy</b>	– the organisation of a system from the leader to the bottom.

### Indigenous leadership hierarchy in Zimbabwe

The indigenous leadership starts with the family head known as *samusha* who reports to village head known as *sabhuku* meaning one who owns the whole village.

The village head reports to headmen who is known as *sadunhu*. At the top of indigenous leadership is the chief which means *Mambo* or *Ishe*. In some areas there are no headmen but the chief only.



A subchief addressing people



## Activity 1

In groups, dramatise the role of the chief.

### Exercise 1

1. State the indigenous leadership hierarchy.
2. State any two roles of the village head.
3. The indigenous name for chief is\_\_\_\_\_.
4. List two roles of a chief in indigenous society.

## Chief's installation

Chief's installation refers to the act of appointing and placing a chief on the position of leadership through a ceremony. The indigenous people have various ritual ceremonies which marks the installation of a chief as the leader of the people.

### (a) Ndebele installation of a chief

During installation of a chief among the Ndebele, the spear was given to the new chief whose installation symbolised rebirth and regeneration of the chiefly lineage. On the day of installation, the chief sat on the throne (a royal stool placed on the skin of a leopard) and was given a spear which symbolised power and defence of both the family/lineage members and the territory. The leopard is associated with high office through its dignified manner, awe and majesty.

Chiefs were allowed to wear leopard skins on their waists. Only the king wore it over his shoulders and his back. *Isitshingo* songs were sung during installation in honor of the ancestral spirits. Therefore, the office of chief is a religious one. The new chief's installation is marked by the application of medicinal fat on the body of chief (*ukugcotshwa*) to impart dignity, respect and awe to the person of chief.

The chiefly staff (*intonga yobuduna*) is handed down from father to son meaning only the son of a chief becomes a chief in most cases. The installation ends with offering of gifts such poultry, cattle and other things which are offered to a new king.

### (b) Shona installation of a chief

Firstly the medium chooses the right chief as required by the spiritual world and the incumbent chief undergoes a trial. Among the Korekore, the chief would keep a handful of meal dry while he is marooned into the people for about a minute. Some ethnic groups also made the incumbent chief to carry the corpse of his predecessor down the steep slope where he is supposed to lower it into the pool.



Installation of a chief

## Activity 2

In pairs discuss how the chief is installed. Give feedback to the class.

## Exercise 2

1. What is to instal a chief?
2. State three emblems that are given to the Shona chief during installation.
3. Why was the chief's burial secretive among the Shona?
4. State two people who were responsible for preparing the body of the chief for burial.

## Key points in this unit

- The village head reports to headman.
- Chief installation refers to the act of placing someone on position of leadership through a ceremony.
- During installation of a chief among the Ndebele, the spear was given to the new chief whose installation symbolised rebirth and regeneration of the chiefly lineage.
- The medium would then dedicate the chief and outline what he is supposed to do as a chief.

## Unit Revision Exercise

### Multiple Choice Questions

1. A family head is known as \_\_\_\_\_.  
A. sadunhu      B. samusha      C. sabhuku      D. baba
2. \_\_\_\_\_ is the leader of several family units.  
A. Samusha      B. Headman      C. Village head      D. Chief
3. \_\_\_\_\_ is not a role of the headman.  
A. Safe guard sacred days      B. Issue out land to the chief  
C. They settle social disputes      D. They distribute food on behalf of the chief
4. \_\_\_\_\_ is at the apex of indigenous leadership.  
A. Chief      B. Headman      C. Village head      D. Medium
5. The chief is known as \_\_\_\_\_ among the Shona.  
A. mambo      B. khosi      C. king      D. nduna
6. \_\_\_\_\_ is given to Ndebele chief during installation.  
A. Land      B. Spear      C. Beads      D. Herbs
7. The application of medicinal fat on the body of chief (ukugcotshwa) symbolizes \_\_\_\_\_.  
A. royalty      B. power      C. kingship      D. dignity and respect
8. \_\_\_\_\_ is responsible for the selection of the right chief among the Shona.  
A. Diviner      B. Nephew      C. Rain messenger      D. Medium

# Unit

# 5

## PRESERVATION OF HERITAGE SITES

### Unit Objectives

**By the end of this unit, you should be able to:**

- (a) identify major heritage sites in Zimbabwe.
- (b) describe ways of preserving heritage sites in Zimbabwe.

### Looking Back

*In the previous grade, you learnt about indigenous heritage resources. You explored the cultural heritage resources like sites, music and dance. In this grade you will explore major heritage sites in Zimbabwe as well as indigenous and contemporary ways of preserving heritage sites.*

### Key Words

<b>Heritage site</b>	– places or structures recognised as being of great value and deserves special protection because of its religious, historical and economic significance.
<b>Preserving</b>	– an act of maintaining and protecting something from losing its value.

### Major heritage sites in Zimbabwe

Heritage sites refers to places or structures recognised as being of great value and deserves special protection because of their religious, historical and economic significance. In Zimbabwe, there are so many places which are considered as heritage sites because of their sacredness and historical significance.

Historical heritage sites which are also called liberation heritage sites include freedom camp in Zambia, Chimoio in Mozambique and Heroes Acre. Victoria Falls, Njelele and Great Zimbabwe have religious significance as well as economic significance.

#### 1. Freedom Camp

Freedom Camp is a liberation heritage site found in Zambia. It is a place where the Rhodesian army carried out an air raid on October 28 1978 and killed over 400 Zimbabweans at Freedom Camp in Zambia. It is a farm that former Zambian President and nationalist Kenneth Kaunda had given to liberation movements including FRELIMO, SWAPO and ZAPU among

#### 4. Heroes Acre

National Heroes Acre: This is a national monument found in Harare. It reminds every Zimbabwean of the selfless effort made by sons and daughters of Zimbabwe in liberating their country from white colonialists.

It is important for reminding the people of Zimbabwe of their history and the need to safeguard their hard-won independence.

Some of the heroes and heroines at this national monument include Josiah Tongogara, Joshua Nkomo, Alfred Nikita Mangena, Sally Mugabe, Hebert Chitepo and many others.

The monument is symbolic as it represents every person who contributed to the independence of Zimbabwe.



National Heroes Acre

#### 5. Great Zimbabwe

Great Zimbabwe is a national monument that is found in Masvingo. According to tradition, it is a stone structure that was built by Shona people between 1100 and 1500 AD. The place is traditionally known as Dzimbadzamabwe which means house of stone.

It was a great capital of the Rozvi Empire. It was built for political and religious reasons. The hill complex found at Great Zimbabwe served these purposes. On the other hand the Great enclosure at Great Zimbabwe is a symbol of royalty and wealth.



Great Zimbabwe

#### 6. Victoria Falls

The Victoria Falls also known as Mosi-oa-Tunya is one of the heritage sites with the most spectacular waterfalls in the world.

The Victoria Falls is 1708m wide and drop 99m at its highest point, making it the largest sheet of falling water in the world when the Zambezi River is at its fullest.



The Victoria Falls

The Victoria Falls is divided into five separate waterfalls namely the Devil's Cataract, Main Falls, Horseshoe Falls, Rainbow Falls and Eastern Cataract. It was named Victoria Falls by David Livingstone in honour of Queen Victoria. From the religious point of view it is controlled by water spirits of the Zambezi River.



# HEALTHY BOY-GIRL RELATIONSHIP

## Unit Objectives

By the end of this unit, you should be able to:

- (a) identify healthy boy-girl relationship.
- (b) describe healthy boy-girl relationship.

## Looking Back

In grade six, you learnt about courtship practices among different cultural groups. You learnt about the role of family members in courtship practices as well as how courtship encourages a healthy boy-girls relationship. In this grade you will learn about healthy boy-girl relationship as it ensures that there is a stable family and marriage in indigenous society.

## Key Words

**Healthy boy-girl relationship** – positive interaction between a boy and a girl as they grow.

## Healthy boy-girl relationship

The indigenous people ensured that the boy and a girl whether related or not had a healthy relationship. It is the role of the aunt to see to it that a girl has a healthy relationship with boys. In the same context, the uncle also ensured that a boy had a healthy relationship with a girl.

An unhealthy boy-girl relationship who are related resulted in breaking of cultural taboos through incest and this brought a lot of misfortunes to the community like drought, pestilence and birth of a disabled.

As such a boy-girl relationship was closely monitored by the aunt and the family in general. A healthy boy-girl relationship in indigenous society is based on unhu/ubuntu which is exhibited through respect and observance of cultural norms, values and taboos.



A boy and girl playing together



### Unit Objectives

By the end of this unit, you should be able to:

- (a) analyse the effects of child birth on the mother.
- (b) relates mother's rate of child-bearing to her age wealth and welfare of the child.

### Looking Back

In the previous grade, you learnt about the age of consent to sex and marriage. In this grade you will learn about the effects of child birth on the mother as well as mother's rate of child-bearing to her age, wealth and welfare of the child.

### Key Words

**Child-bearing** – the process in which a pregnant mother gives birth.

### Effects of child bearing

Child-bearing refers to the process in which a pregnant mother gives birth. There are so many effects of child-bearing on the mother and the welfare of the child.

#### 1. Health of the mother

The mother may die during delivery of the child. This is known as **maternal death**. It can create some injuries on the mother. For example, when a mother gives birth through a scissor. The mother may also get some diseases due to delivering of the child like backaches and stomach problems.

#### 2. Health and welfare of the child

The delivery of a child has also a bearing on the welfare of the child. If the mother delivers at an old age, it may lead to the delivery of a baby with disabilities.

For example, there are some health risks on the child if a woman conceives and bear



A woman with a newly born baby

group or individual to exercise all necessary functions of regulation without intervention from an external authority. Self-governance is whereby a country enjoys national sovereignty and is autonomous in the way it carries out its mandate.

## Importance of self-governance

- The nation can determine how resources are used and when to use them without being dictated to.
- It leads to the development of the whole nation. This is contrary to colonial government which develop areas of interest than the whole nation.
- Conflicts are reduced because of self-governance. This is because the person who would be leading others is not a foreigner.
- It leads to the development of patriotism among citizens.
- It ensures that people have a national identity that they preserve.

### Activity 1

*Compare self-governance and colonial rule. What are the benefits of self-governance?*

### Exercise 1

1. Define self-governance.
2. When did Zimbabwe get independence?
3. What led to Zimbabwe's self-governance and independence?
4. List any two features of self-governance.
5. Suggest any two benefits of self-governance.

### Key points in this unit

- Zimbabwe started to exercise self-governance in 1980 after a protracted liberation struggle which led to independence as the control of Zimbabwe by Britain was removed.
- Self-governance is where by a country enjoys national sovereignty and is autonomous in the way it carries out its mandate.
- The nation can determine how resources are used and when to use them without being dictated to.
- Conflicts are reduced because of self-governance.

## Unit Revision Exercises

### Multiple Choice Questions

1. When did Zimbabwe gain independence?  
**A.** 1880                      **B.** 1896                      **C.** 1980                      **D.** 1990
2. \_\_\_\_\_ is a country which colonised Zimbabwe.  
**A.** United States of America                      **B.** Rhodesia  
**C.** Portugal                      **D.** Britain

# Unit 10

## THE LAND REFORM PROGRAMME

### Unit Objectives

By the end of this unit, you should be able to:

- (a) identify the causes of the land reform programme in Zimbabwe.
- (b) discuss benefits of the land reform programme in Zimbabwe.

### Looking Back

In the previous grade, you learnt on the colonisation of Zimbabwe, the First Chimurenga and the Second Chimurenga. You discovered that the war of liberation was caused mainly by the land issue. In this grade, you will learn about the land reform programme, its causes and its benefits to Zimbabweans. This is important because it was one of the main objectives of the war of liberation.

### Key Words

**Land reform programme** – the equitable redistribution of land by government.

### The land reform programme

Land reform programme refers to the taking of land from whites and equitable redistribution of land to indigenous people by the government. The land reform programme started soon after independence when a facility known as the willing-buyer-willing-seller was introduced. Many families were resettled.

However, the whites who owned large tracts of land were not willing to sell their land and with rapid population increase and the amendment of the constitution in 2000, the fast-track land reform programme was initiated by the Former President of Zimbabwe Robert Mugabe with the support of the war veterans.



Farmers checking their crops

# Unit 11

## THE NATIONAL SCHOOL PLEDGE

### Unit Objectives

By the end of this unit, you should be able to:

- (a) recite the national school pledge.
- (b) discuss the importance of the national school pledge.
- (c) relate the national school pledge to the national flag and national anthem.

### Looking Back

In the previous grade, you learnt about the national pledge. You focused on the importance of the national pledge as well as reciting it. In this grade, you will learn more on the national pledge by looking at its recitation, importance and relating the national pledge to the national flag and national anthem.

### Key Words

<b>National anthem</b>	– a country’s ceremonial song of praise.
<b>National pledge</b>	– a solemn promise to love and work for the good of the country.

### The national school pledge

A national pledge is a solemn promise to love and work for the good of the country. The national school pledge was introduced as a way of instilling a sense of patriotism into the young on 3 May 2016.

This pledge was derived from the Constitution of Zimbabwe to foster patriotism, good citizenship and preserving the national heritage.

It gives the history of Zimbabwe as it summarises how the independence was achieved through a protracted liberation struggle which led to loss of lives of many people.



Learners reciting National Schools Pledge

The pledge teaches about *unhu* or *vumunhu* or *ubuntu* as key national value. It also inculcates good virtues into the young like honest, hardworking and law-abiding citizens.

*Almighty God, in whose hands our future lies,  
I salute the national flag.*

*Respecting the brave fathers and mothers,  
Who lost lives in the Chimurenga/Umvukela.*

*We are proud inheritors of our natural resources.*

*We are proud creators and participants in our vibrant traditions and cultures*

*So I commit to honest and the dignity of hard work.*

### Activity 1

*In groups, recite the national pledge.*

### Exercise 1

1. What is a national school pledge?
2. When was the national school pledge introduced?
3. State the key features of the national school pledge.
4. State any two values that are derived from the national school pledge.

## The national flag

A national flag is a square piece of cloth with colours and emblems which represent a country that is fastened on the edge of the pole. It is fastened at the far end of a vertical pole when there is no mourning of a hero but when people are mourning a national hero, it is put at the middle of the pole.

- White represents peace.
- Green represents vegetation.
- Yellow represents minerals that are found in Zimbabwe.
- Red represents the blood of the liberation war heroes that died during the war of liberation.
- Black represents the indigenous people who are the owners of Zimbabwe.



Flag of Zimbabwe

## National anthem

A national anthem refers to a country's ceremonial song of praise. From 1980 up to 1994, *Ishe Komborera Africa* which means *God bless Africa* was the national anthem and was changed to *Ngaikomborerwe nyika yeZimbabwe* in 1995 which means *lift the flag banner of Zimbabwe* which was written by Solomon Mutsaers. The national anthem has three main features namely the liberation struggle, beauty of Zimbabwe and the benediction of the country by God.



The Zimbabwean national anthem is important in showing how Zimbabwe came into being, as well as the natural heritages that are found in Zimbabwe. Furthermore, the national anthem dedicates the country to God.

### National Anthem (Shona)

Simudzai mureza wedu  
yeZimbabwe  
Yakazvarwa nomoto  
wechimurenga;  
Neropa zhinji ramagamba  
Tiidzivirire kumhandu dzose;  
Ngaikomborerwe nyika  
yeZimbabwe.

Tarisai Zimbabwe nyika  
yakashongedzwa  
Namakomo nehova,  
zvinoyevedza  
Mvura ngainaye, minda ipe  
mbesa  
Vashandi vatuswe, ruzhinji  
rugutswe;  
Ngaikomborerwe nyika  
yeZimbabwe.

Mwari ropafadzai nyika  
yeZimbabwe  
Nyika yamadzitateguru edu  
tose;  
Kubva Zambezi kusvika  
Limpopo,  
Navatungamiri vave  
nenduramo;  
Ngaikomborerwe nyika  
yeZimbabwe.

### National Anthem (Ndebele)

Phakamisan' iflegi yethu  
yeZimbabwe  
Eyazalwa yimpi yenkululeko;  
Legaz' elinengi lamaqhawe  
ethu  
Silivikele ezitheni zonke;  
Kalibusisiwe ilizwe  
leZimbabwe.

Khangelan' iZimbabwe yon'  
ihlotshisiwe  
Ngezintaba langemiful'  
ebukekayo,  
Izulu kaline, izilimo zande;  
Iz'sebenzi zenam' abantu  
basuthe;  
Kalibusisiwe ilizwe  
leZimbabwe.

Nkosi busis' ilizwe lethu  
leZimbabwe  
Ilizwe labokhokho bethu thina  
sonke;  
Kusuk' eZambezi kusiy'  
eLimpopo  
Abakhokheli babe lobuqotho;  
Kalibusisiwe ilizwe  
leZimbabwe.

### National Anthem (English)

O lift high the banner, the flag  
of Zimbabwe  
The symbol of freedom  
proclaiming victory;  
We praise our heroes'  
sacrifice,  
And vow to keep our land from  
foes;  
And may the Almighty protect  
and bless our land.

O lovely Zimbabwe, so  
wondrously adorned  
With mountains, and rivers  
cascading, flowing free;  
May rain abound, and fertile  
fields;  
May we be fed, our labour  
blessed;  
And may the Almighty protect  
and bless our land.

O God, we beseech Thee to  
bless our native land;  
The land of our fathers  
bestowed upon us all;  
From Zambezi to Limpopo  
May leaders be exemplary;  
And may the Almighty protect  
and bless our land.

## Activity 2

Draw and colour the national flag.

## Exercise 2

1. State the colours on the Zimbabwe national flag.
2. What is a national anthem?
3. Give the name of the national anthem for Zimbabwe from 1980-1994.
4. State the three features of the national anthem of Zimbabwe.

# Unit 12

## ZIMBABWE AS A MEMBER OF OTHER REGIONAL AND INTERNATIONAL ORGANISATIONS

### Unit Objectives

By the end of this unit, you should be able to:

- (a) relate Zimbabwe to other international organisations.
- (b) explain the importance of belonging to regional and international organisations.

### Looking Back

*The progress and development of any nation lies in how the country relates with other nations through international treaties and organisations. In this grade, you will learn the regional and international organisations to which Zimbabwe is a member. You will also learn about the importance of belonging to regional and international organisation.*

### Key Words

**International organisations** – a grouping of international countries with an objective of building stronger ties.

### Regional and international organisations

Zimbabwe is a member of several regional and international organisations which helps in fostering development as well as promote equality between Zimbabwe and other nations. Being a member of regional and international organisations has several benefits and obligations attached to it. It is done through regional and international cooperation signed through treaties or agreements.

#### 1. Southern Africa Development Community (SADC)

The Southern Africa Development Community (SADC) is formerly known as the Southern African Development Co-ordination Conference (SADCC). The organisation was formed in Lusaka, Zambia on 1 April 1980, following the adoption of the Lusaka Declaration. The declaration and treaty establishing the Southern African Development Community (SADC) which has replaced the Co-ordination Conference was signed at the Summit of Heads of State or



SADC Logo

## Exercise 2

1. COMESA means \_\_\_\_\_.
2. The main objective of COMESA is to \_\_\_\_\_.
3. \_\_\_\_\_ nations are in the African Union.
4. The headquarters of African Union are found in\_\_\_\_\_.
5. State two functions of the AU.

## United Nations (UN)

The United Nations is an international organisation founded in 1945. The name “United Nations”, was coined by United States President Franklin D. Roosevelt and it was first used in the Declaration by United Nations of 1 January 1942. It was formed in order to maintain international peace and security, protect human rights, deliver humanitarian aid, promote sustainable development, and uphold international law. Today the organisation is currently made up of 193 member states.

The main organs of the UN are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice and the UN Secretariat which were all formed in 1945 when the UN was founded.

The United Nations (UN) is responsible for maintaining international peace and security, developing friendly relations among nations, achieving international cooperation and being a center for harmonising the actions of nations. The UN System has some important agencies such as the World Bank, the World Health Organisation, the World Food Programme, UNESCO and UNICEF which represent it in carrying its mandate.



UNITED NATIONS

*United Nations Logo*

## The importance of belonging to regional and international organisations

- It promotes equality between people.
- It ensures fair trade between nations. For example, COMESA.
- It promotes identity of the people like African Union which is motivated by Pan-Africanism.
- It regulates the conduct of nations and this promotes democracy, plurality and tolerance.
- It helps in promoting infrastructural development.
- It preserves the heritage of various people across the globe, for example, the United Nations through UNESCO.

## Activity 3

*In groups, identify the regional and international organisations to which Zimbabwe is a member.*

### Exercise 3

1. When was the UN formed?
2. Who coined the term United Nations?
3. State two roles of the United Nations.
4. Identify one agency of the United Nations.
5. Which agency in the United Nations is responsible for food security?

### Key points in this unit

- Being a member of regional and international organisations has several benefits and obligations attached to it.
- There are about fourteen nations which belong to this regional SADC.
- The African Union (AU) is a continental body consisting of the 55 member states that make up the countries of the African continent.
- The Common Market for Eastern and Southern Africa (COMESA) is the largest regional economic organisation in Africa.

### Unit Revision Exercise

#### Multiple Choice Questions

1. SADC means \_\_\_\_\_.  
**A.** South Africa Development community  
**B.** Social African Development Community  
**C.** Southern Africa Development Community  
**D.** Southern African Development Conference
2. Which country is responsible for Finance, Investment and Health in the SADC?  
**A.** Zimbabwe      **B.** South Africa      **C.** Botswana      **D.** Zambia
3. The main mandate of COMESA is to ensure \_\_\_\_\_.  
**A.** security of Africa      **B.** free trade  
**C.** equality of human race      **D.** defence of Africa
4. \_\_\_\_\_ is not a member of COMESA.  
**A.** Zimbabwe      **B.** Egypt      **C.** Djibouti      **D.** Congo Brazzaville
5. When was the African Union established?  
**A.** 1963      **B.** 2002      **C.** 2000      **D.** 2010
6. \_\_\_\_\_ is the major role of the African Union.  
**A.** Promotion of Pan Africanism      **B.** Promotion of western civilisation  
**C.** extraction of resources      **D.** Promotion of free trade
7. The headquarters of African Union are in \_\_\_\_\_.  
**A.** New York      **B.** South Africa      **C.** Harare      **D.** Addis Ababa
8. How many countries are members of the United Nations?  
**A.** 55      **B.** 110      **C.** 193      **D.** 93
9. \_\_\_\_\_ is not an agent of the UN.  
**A.** COMESA      **B.** WORLD BANK      **C.** UNESCO      **D.** WFP
10. \_\_\_\_\_ is a united nation agency responsible for preservation of cultural heritage.  
**A.** UNICEF      **B.** UNESCO      **C.** WHO      **D.** WFP

# Test 1

## Paper 1: Multiple Choice Questions

Time: 1hr 30 minutes

Candidates are required to answer all.

1. \_\_\_\_\_ is a feature of an ideal marital relationship.  
A. Infidelity                      B. Dishonest                      C. Fighting                      D. Love and respect
2. \_\_\_\_\_ is not a cause of marital disputes in contemporary society.  
A. Sexual challenges                      B. Payment of lobola  
C. Technology                      D. Poor communication
3. \_\_\_\_\_ is a cause of conflict at home.  
A. Poor communication                      B. Leadership  
C. Trust                      D. Honest
4. \_\_\_\_\_ is a conflict at school.  
A. Fight between parents                      B. Fight between political parties  
C. Fight between learners                      D. Quarrel between village heads
5. \_\_\_\_\_ is not a strategy of solving conflicts.  
A. Dialogue                      B. Mediation                      C. Compromising                      D. War
6. There are \_\_\_\_\_ official languages in Zimbabwe.  
A. two                      B. three                      C. five                      D. sixteen
7. \_\_\_\_\_ is not an official language of Zimbabwe.  
A. Zulu                      B. Chewa                      C. Venda                      D. Xangani
8. \_\_\_\_\_ is not a cultural group in Zimbabwe.  
A. Huti                      B. Xangani                      C. Nambya                      D. Tonga
9. \_\_\_\_\_ is a cultural practice for the Shangani people.  
A. Kusuma                      B. Kutobela                      C. Domba dance                      D. Kukhomba
10. A village head is known as \_\_\_\_\_.  
A. sadunhu                      B. samusha                      C. sabhuku                      D. baba
11. \_\_\_\_\_ is the leader of several family units.  
A. Samusha                      B. Headman                      C. Village head                      D. Chief
12. \_\_\_\_\_ is not a role of the headman.  
A. Safe guard sacred days                      B. Issue out land to the chief  
C. They settle social disputes                      D. They distribute food on behalf of the chief
13. \_\_\_\_\_ is at the apex of indigenous leadership.  
A. Chief                      B. Headman                      C. Village head                      D. Medium
14. \_\_\_\_\_ is given to Ndebele chief during installation.  
A. Land                      B. Spear                      C. Beads                      D. Herbs
15. The application of medicinal fat on the body of chief (ukugcotshwa) symbolises\_\_\_\_\_.  
A. royalty                      B. power                      C. kingship                      D. dignity and respect
16. \_\_\_\_\_ is responsible for the selection of the right chief among the Shona.  
A. Diviner                      B. Nephew                      C. Rain messenger                      D. Medium
17. \_\_\_\_\_ is burial place for chiefs among the Shona.  
A. River bank                      B. Anthill                      C. Sacred cave                      D. Hut
18. \_\_\_\_\_ is a liberation heritage for Zimbabweans.  
A. Chinhoyi caves                      B. Chimoio                      C. Victoria Falls                      D. Njelele



38. \_\_\_\_\_ led the fast-track land reform programme.  
 A. Robert Mugabe  
 B. General Constantino Chiwenga  
 C. Hebert Chitepo  
 D. Morgan Tsvangirai
39. The cause of the fast-track land reform programme is \_\_\_\_\_.  
 A. back tracking of Britain on its promises to fund the programme  
 B. corruption  
 C. poverty  
 D. spirit mediums
40. \_\_\_\_\_ is not the importance of the land reform programme.  
 A. Promotion of equality  
 B. Economic empowerment  
 C. Decreased food production  
 D. Emerging of African identity
41. The national pledge is important in instilling which value?  
 A. Patriotism  
 B. Immorality  
 C. Courage  
 D. Integrity
42. The red colour on the national flag represent \_\_\_\_\_.  
 A. natural resources  
 B. indigenous people  
 C. love for the country  
 D. blood lost during the liberation struggle
43. \_\_\_\_\_ is not a feature of the national anthem.  
 A. Adoration of abundant natural resources  
 B. Remembering liberation heroes  
 C. Celebrating western culture  
 D. Dedication of the country to God
44. Which country is responsible for Finance, Investment and Health in the SADC?  
 A. Zimbabwe  
 B. South Africa  
 C. Botswana  
 D. Zambia
45. The main mandate of COMESA is to ensure \_\_\_\_\_.  
 A. security of Africa  
 B. free trade  
 C. equality of human race  
 D. defence of Africa
46. \_\_\_\_\_ is not a member of COMESA.  
 A. Zimbabwe  
 B. Egypt  
 C. Djibouti  
 D. Congo Brazzaville
47. \_\_\_\_\_ is the major role of the African Union.  
 A. Promotion of Pan Africanism  
 B. Promotion of western civilisation  
 C. Extraction of resources  
 D. Promotion of free trade
48. How many countries are members of the United Nations?  
 A. 55  
 B. 110  
 C. 193  
 D. 93
49. \_\_\_\_\_ is not an agent of the UN.  
 A. COMESA  
 B. WORLD BANK  
 C. UNESCO  
 D. WFP
50. \_\_\_\_\_ is a United Nation agency responsible for preservation of cultural heritage.  
 A. UNICEF  
 B. UNESCO  
 C. WHO  
 D. WFP

# Paper 2

**Time: 1 hour 30 minutes**

## **Section A [30 marks]**

1. Identify one feature of an ideal marital relationship. [1]
2. Explain any one effect of marital disputes. [1]
3. What is conflict management? [1]
4. Explain any one possible ways of resolving conflicts in community. [1]
5. What is cultural practice? [1]
6. Identify two cultural practices of the Shona people. [1]
7. Define self-governance. [1]
8. When did Zimbabwe get independence? [1]
9. What led to Zimbabwe's self-governance and independence? [1]
10. List any two features of self-governance. [2]
11. Suggest any two benefits of self-governance. [2]
12. When was the fast-track land reform programme conducted? [1]
13. Define a national school pledge. [1]
14. State any two values derived from the national school pledge. [2]
15. State the symbolism of the colours on the national flag. [2]
16. What is a national anthem? [1]
17. Explain the importance of the national pledge and national anthem. [1]
18. State any three regional and international organisations to which Zimbabwe is a member. [1]
19. What does the acronym SADC mean? [1]
20. State any four nations which belong to SADC regional group besides Zimbabwe. [4]
21. What is the role of Zimbabwe in the SADC? [1]
22. When was the UN established? [1]
23. State the importance of belonging to a regional and international organisation. [1]

## **Section B [20 marks]**

**A candidate is expected to choose 4 out of 6 questions. Each question carries 5 marks.**

1. (a) What is conflict management? [1]  
(b) State one cause of conflicts at school. [1]  
(c) Give an example of a conflict at school. [1]  
(d) Identify any one person who solves conflicts at school. [1]  
(e) State any one possible way of resolving conflicts in community. [1]
2. (a) What is a cultural practice? [1]  
(b) Identify one cultural practice of the Venda people. [1]  
(c) State any cultural practice associated with the Xangani people. [1]  
(d) State any practice associated with the Nambya. [1]  
(e) State one way of preserving cultural practices of indigenous people. [1]

# Unit 13

# ELECTIONS

### Unit Objectives

By the end of this unit, you should be able to:

- (a) analyse different forms of elections.
- (b) explain the electoral processes.

### Looking Back

In the previous grade, you learnt about the law-making process in Zimbabwe which include setting up a motion, passing of a bill as well as acts of parliament. In this grade, you will learn about the different forms of elections and the electoral process in Zimbabwe since they are the key pillars which enable law-making process.

### Key Words

<b>Election</b>	– act of choosing a representative to lead a given post like that of a president, senate, member of parliament and councillor.
<b>Electoral process</b>	– the procedures that are done during conducting an election.

### Elections

An election is an act of choosing a representative to lead a given post like that of a president, senate, member of parliament and councillor. The elections in Zimbabwe are run by Zimbabwe Electoral Commission. It has the duty to conduct the electoral processes efficiently and fairly. Those who vote will be registered in a voter’s roll.

### Different forms of elections

There are different forms of elections which include presidential, senatorial, local government and by-elections.



People waiting to vote

# Unit 14

## OWNERSHIP OF PROPERTY

### Unit Objectives

By the end of this unit, you should be able to:

- (a) name types of property ownership documents.
- (b) evaluate types of property ownership.
- (c) explain the importance of patent rights.

### Looking Back

Property is one of the key assets that an individual has in society. Property ownership can be individual or family. In this grade, you will learn on property ownership documents as well as the importance of patent rights.

### Key Words

- |                           |                                |
|---------------------------|--------------------------------|
| <b>Property</b>           | – a possession.                |
| <b>Property ownership</b> | – lawful possession of assets. |

### Family property

A family property is a possession that is owned by a group of people related by blood. It is usually attained through heirship. Family property include land, houses and businesses. In this ownership, no single person has the lawful entitlement to the property. The property belongs to the family as a whole and for a family property to be sold, there has to be agreement amongst all family members.

### Movable and immovable property



A house



Cattle



A car

**Movable property** refers to possession that can be moved from one point to the other. This property include cars, furniture and electrical gadgets. On the other hand, **immovable property** refers to possession that cannot be shifted or moved from point to the other. These immovable properties include land, houses and business premises.

### Activity 1

*As individuals, draw immovable property that you know.*

### Exercise 1

1. What is a family property?
2. List any two examples of family property.
3. State any two examples of movable property.
4. Identify two immovable properties.

## Types of property ownerships documents

Owning a property is proven by having relevant documents which enables one to claim ownership of either an animal, music, books or even land. As such, there is need to have documents which proves ownership of property to prevent abuse of property owned as well as claim copyright from those using the property.

Property owned	Document
Land	Title deeds
Car	Vehicle registration book
Books	Copyright
Music	Copyright
Livestock	Animal registration book
Company	Company registration book
Trade mark/Invention	Patent right

## Patent rights

A patent right is an exclusive right granted for an invention, which is a product or a process that provides or offers a new technical solution to a problem. A patent right is a legal document granted by the Patent Office for the protection of inventions that are new, inventive and industrially applicable.

In Zimbabwe, patent rights are given by Zimbabwe Intellectual Property Office (ZIPO) or the African Regional Intellectual Property Organisation (ARIPO). Patents can be registered for inventions in the field of technology including improvements on prior inventions.



**Legal resources centre:** they support with legal services to widows and orphans facing inheritance of an estate difficulty.

## 1. Wills

A will is a legal document which shows the testator's wishes on how their estate will be distributed after they die. A testator is a person who drafts the will. Any person who is above the age of 16 (sixteen) can write a will unless at the time of making the will they are mentally incapable. A will enables a person to control how their property will be distributed after they die.

In Zimbabwe, the Wills Act [Chapter 6:06] regulates the writing of wills. A will can either be oral meaning one can dictate how his or her estate should be shared. A formal will is in written form and it has the following features:

- a will should be in writing.
- a will should be signed by the testator.
- a will should be attested to by two or more witnesses in the presence of the testator.
- a document that does not comply with these formalities may not be accepted as a will.

## 2. Heirship

Heirship can be defined as the condition of being an heir or a right to inheritance; heirdom. This means that heirship deals with all those who are legally qualified to inherit or have a share of the estate. An appointed executor by the Master of High Court ascertains the correct beneficiaries of the estate. The heirs will be written in the will and if there is no will, close dependents will assume heirship.

## 3. Property

Property is anything that a person or business has legal title over. Property can be either tangible or intangible, and having legal title to it grants the owner certain enforceable rights. Typical examples of a tangible property include real estate, also known as real property, vehicles, furniture and equipment.

Property has some amount of monetary or potential value and is an asset. In Zimbabwe, tangible property such as real estate, vehicles, as well as furniture, equipment and business companies can be inherited upon the death of the owner by the spouse and children. They assume the legal responsibility over it.

### Activity 1

*In groups, dramatise the inheritance facilitation process.*

### Exercise 1

1. What is inheritance?
2. Who handles inheritance issues in Zimbabwe?
3. State two institutions which facilitates inheritance in Zimbabwe.
4. State two features of a will.

## Key points in this unit

- Inheritance is the practice of passing on property, titles, debts, rights, and obligations upon the death of an individual.
- The law stipulates that the first heir is the spouse, followed by the children regardless of gender.
- A will enables a person to control how their property will be distributed after they die.
- Property is anything that a person or business has legal title over.

## Unit Revision Exercises

### Multiple Choice Questions

- \_\_\_\_\_ is an institution which deals with inheritance issues in Zimbabwe.  
**A.** Zimbabwe Council of Chiefs                      **B.** Ministry of Education  
**C.** Police    **D.** Ministry of Legal and Parliamentary Affairs
- A person who writes the will is called a \_\_\_\_\_.  
**A.** lawyer                      **B.** writer                      **C.** testator                      **D.** drafter
- Who can write a will?  
**A.** Anyone above the age of 18.  
**B.** Anyone above the age of 16.  
**C.** Anyone who is able to write.  
**D.** Anyone who is married.
- An estate executor works with \_\_\_\_\_ on inheritance issues.  
**A.** lawyer    **B.** strangers  
**C.** Master of High Court                              **D.** High Court judge
- \_\_\_\_\_ is not an example of property that can be inherited.  
**A.** Real estate                      **B.** Vehicles                      **C.** Equipment                      **D.** Degrees

### Structured Questions

1. What is inheritance?
2. Who handles inheritance issues in Zimbabwe?
3. State two institutions which facilitate inheritance in Zimbabwe.
4. State two features of a will.
5. What is heirship?

## Importance of gender equity in indigenous society

Gender equity has always been valued in indigenous society. Every aspect of the indigenous life has been punctuated by women participation in all aspects of life. Gender equity is important in indigenous society because of the following:

- women act as spirit mediums, for example, Mbuya Nehanda is a prominent medium who played a crucial role in the first Chimurenga.
- they also partake in ritual action. For example, they brew beer as well as officiate during rituals in indigenous religion. They are so many rituals which cannot happen without the presence women, for example, at rain asking ceremony. However, women who are going through their menstrual cycle and those breast-feeding are considered as evil and cannot fully participate in ritual action.
- they act as *babakadzi*. Meaning they can give advice to boys who are found in the family.
- women as healers of physical and psychological illnesses offer health services to the people.
- diviners who foretell the future. This made people to be aware of the future and make necessary precautions to avert danger that may affect them.
- it reduced conflicts in society as mothers were valued for their role as mothers in nurturing children.
- the provision of land to female to grow their farm produce enabled food security for the family as well as empowering women to work for their own good and family. The land owned by women is known as *tseu*.

## Importance of gender equity in contemporary society

1. Ensuring women have leadership roles, are involved in decision-making, are available as role models for other girls and women promotes equality in both private and public spaces.
2. Improve quality of life and bring gender equality with equal amount of opportunities.
3. It builds stronger economies as resources are fully utilised by every human kind. Attracting more girls and women to economic activities enhances the revenue base and increases the market segment.
4. It is to make women independent in all aspects from thought, mind, decision and wealth and to bring equality in society.
5. It removes stigma and discrimination associated with female sexuality.
6. The country can have a variety of human resources since women are also trained just like men.
7. It provides opportunities for girls to understand and respect their bodies which in turn helps them to deal with health issues.

### Activity 2

*In pairs, discuss the importance of gender equity.*

# Unit 19

## FACTORS THAT INFLUENCE SITING AND DESIGNING FOR SHELTER

### Unit Objectives

By the end of this unit, you should be able to:

- (a) list factors that influence the siting and designing of shelter.
- (b) explain factors that influence the siting and designing of shelter.

### Looking Back

In the previous grade, you learnt on siting of shelter in the rural and urban areas. You looked at the siting of the industries, residential areas, farming compounds and mining settlements. In this grade, you will learn about the factors which influence the siting and designing of shelter.

### Key Words

<b>Shelter</b>	– a place or structure where people get protection from the sun, rainfall and wind.
<b>Site</b>	– the place where shelter is constructed.

### Factors influencing siting and designing of shelter

There are several types of shelters which have been influence by site and design. Site refers to the place where shelter is constructed and designing refers to pattern in which the house is constructed. There are physical and economic factors to be considered when siting and designing shelter.

- 1. Weather** influence siting and designing of shelter. For example, weather conditions such as rain, hot temperature and snowfall determine the type of shelter required in such areas. For example, the Tonga hut is



A Tonga hut designed to survive floods or wet conditions

influenced by wet conditions that is why it is built on stilts, the igloos were influenced by cold weather and snow fall. The Ndebele hut is mainly constructed using grass because Matabeleland region is known for being hot.

**2. Soil type:** influence siting and designing of shelter. Areas with weak soils require a strong foundation, quarry or stones are used on the foundation to make the shelter strong. The soil type in desert areas lead people to use tents because the type of soil is weak and cannot sustain the construction of brick or pole houses.

**3. Availability of material:** the availability of building material such poles, thatching grass and rocks influence siting and designing of shelter. For example, the availability of stones leads to the construction of houses made of stones while those who live near a forest where timber is available use poles for constructing their shelter. The igloos are constructed with ice blocks because they are readily available for the Eskimo.

**4. Availability of water:** is a factor which influence the siting of shelter. Most shelters are built in places which are near water sources. Areas where there is water scarcity has little or no shelter.

**5. Communication and road network:** shelter is also built in areas where there is good communication and road network. For example, rural shelter is more concentrated near roads and where there is good communication network.

**6. Geographical terrain:** influence the design of a house. Low lying areas has shelter with strong and deep foundation while those areas which are rocky has shelter with shallow foundation.

**7. Number of people in a family:** influence the design of shelter. Windows will be wide and rooms will be spacious when there are many people in the family.

**8. By-laws:** laws enacted by town authorities influence shelter design. For example, no shelter is built without a ring beam especially in swampy areas.



People fetching water

### Activity 1

*In pairs, draw shelter with different designs.*

### Exercise 1

1. What is a site?
2. State three factors which influence the siting and designing of shelter.
3. Give two example of shelter that have been influenced by weather.
4. What material is used to build igloos?



# Unit 21

## PROMINENT PEOPLE INVOLVED IN VOLUNTARY WORK IN THE PAST AND PRESENT

### Unit Objectives

By the end of this unit, you should be able to:

(a) identify prominent people involved in voluntary work.

### Looking Back

In grade six, you learnt about provision of social services in Zimbabwe. Some of the social services that you learnt include provision of food and shelter to the vulnerable members of the society. In this grade, you will identify prominent people involved in voluntary work and their roles in voluntary activities.

### Key Word

#### Voluntary work

– self-motivated activities which are done to assist others with no monetary gains.

#### Prominent people

– well-known people in doing voluntary work.

### Prominent people involved in voluntary work

Voluntary work requires people who are self-motivated to help others who are in need. This means that voluntary work requires empathy as a core value. As such there are some people in Zimbabwe and outside Zimbabwe who volunteered to assist various vulnerable groups in society like orphans, people living with disability, war victims who are injured as well as the poor.

#### 1. Jairos Jiri

Jairos Jiri was born on 26 June 1921 in Masvingo, Zimbabwe. He was educated at Gokomere Mission where he developed Christian principles of helping others.



Jairos Jiri with the disabled at Jairos Jiri Association

assisting British soldiers with bandages and soap as well as treatment of soldiers who were dying from infectious diseases like typhoid and cholera than from injuries incurred in battle.

She also established a laundry so that patients would have clean linens as well as a classroom and library for intellectual stimulation and entertainment. She died on August 12 in 1910 at her home in London.

### Activity 1

Conduct an education tour to places which assist vulnerable members of the society.

### Exercise 1

1. When was Jairos Jiri born?
2. State the role of Jairos Jiri in voluntary services.
3. State any three other people who were involved in voluntary services besides Jairos Jiri.
4. What is the importance of voluntary service?

### Key points in this unit

- Voluntary work requires people who are self-motivated to help others who are in need.
- Jairos Jiri was born on 26 June 1921 in Masvingo, Zimbabwe.
- Nightingale was active in philanthropy, ministering to the ill and poor people in the village neighbouring her family's estate.

## Unit Revision Exercises

### Multiple Choice Questions

1. \_\_\_\_\_ is a prominent person involved in volunteerism in Zimbabwe.  
**A.** Jairos Jiri      **B.** Mother Theresa      **C.** Desmond Tutu      **D.** Florence Nightingale
2. Jairos Jiri assisted which vulnerable group in society?  
**A.** Children      **B.** Women      **C.** Widows      **D.** The Disabled
3. Matthew Rusike is known for assisting \_\_\_\_\_.  
**A.** widows      **B.** orphaned and vulnerable children  
**C.** elderly      **D.** the disabled
4. \_\_\_\_\_ is an organisation registered by Matthew Rusike to assist vulnerable children.  
**A.** Children's Home      **B.** Matthew Rusike Children's Home  
**C.** African Children's Home      **D.** African Home
5. When did Matthew Rusike began to assist vulnerable children.  
**A.** 1950      **B.** 1960      **C.** 1980      **D.** 2000
6. \_\_\_\_\_ is the original name for Mother Teresa.  
**A.** Nun      **B.** Agnes      **C.** Florence      **D.** Mary
7. Mother Teresa belonged to which religious affiliation?  
**A.** Hinduism      **B.** Judaism      **C.** Islam      **D.** Christianity

# Unit 23

## PARTICIPATING IN VOLUNTARY WORK

### Unit Objectives

By the end of this unit, you should be able to:

(a) perform voluntary work in your locality.

### Looking Back

Voluntary work is a mark of good citizenship which alleviates problems affecting vulnerable members of the society. It can either be in material support, financial support or even sweeping or caring for vulnerable members of society. In this unit, as learners we need to participate in voluntary work that helps in assisting people in needy.

### Key Words

**Voluntary Work** – work done for none monetary gains to help the vulnerable.

### Voluntary work

In your community there are many vulnerable groups that live at designated centres while others live with you in your neighbourhood. Some of these vulnerable groups that you will meet and participate in voluntary work include:

**People living with HIV-AIDS (PLWHA):** these people need care and love. Visit them and show them love by talking to them as well as perform some voluntary work like providing them with proper diet, clothes and shelter.

**People living with disabilities:** these need hearing aids, walking aids like clutches and wheelchairs, special medication for albinos and as well as other material support. Donate the little that you can to assist them.



People donating to an old people's home

# Test 2

## Paper 1: Multiple Choice Questions

Time: 1 hour 30 minutes

Candidates are required to answer all.

- \_\_\_\_\_ is a body which runs elections in Zimbabwe.  
A. ZANU PF      B. ZEC      C. ZESN      D. ZIFA.
- The elections of president, senator and councillor are done after a period of \_\_\_\_\_.  
A. three years      B. six years      C. five years      D. ten years
- The senate is made up of \_\_\_\_\_ elected members.  
A. 60      B. 80      C. 62      D. 78
- \_\_\_\_\_ is not a property ownership document.  
A. Driver's license      B. Title deeds      C. Copyright      D. Patent right
- \_\_\_\_\_ is a document which shows ownership of an animal.  
A. Title deeds      B. Patent right  
C. Intellectual property      D. Animal branding
- Ownership of literary works, artistic works, sound recordings and audio-visual works is claimed through \_\_\_\_\_.  
A. intellectual property      B. title deeds  
C. copyright      D. patent right
- \_\_\_\_\_ is an institution which deals with inheritance issues in Zimbabwe.  
A. Zimbabwe Council of Chiefs      B. Ministry of Education  
C. Police      D. Ministry of Legal and Parliamentary Affairs
- A person who writes the will is called a \_\_\_\_\_.  
A. lawyer      B. writer      C. testator      D. drafter
- Who can write a will?  
A. Anyone above the age of 18      B. Anyone above the age of 16  
C. Anyone who is able to write      D. Anyone who is married
- An estate executor works with \_\_\_\_\_ on inheritance issues.  
A. lawyer      B. strangers  
C. Master of High Court      D. High Court judge
- \_\_\_\_\_ is a social construction of femaleness and maleness.  
A. Gender equity      B. Gender balance      C. Gender      D. Gender stereotyping
- \_\_\_\_\_ is an institution which promote gender equity in Zimbabwe.  
A. RBZ  
B. Ministry of Primary and Secondary Education  
C. Women's Bank  
D. ZINWA
- \_\_\_\_\_ is a law that governs equality of men and women in Zimbabwe.  
A. Gender equity      B. Gender policy      C. Gender sensitive      D. Gender balance
- \_\_\_\_\_ is a model of gender equity in indigenous society.  
A. Mbuya Nehanda      B. Grace Mugabe  
C. Oppah Muchinguri      D. Auxillia Mnangagwa

47. \_\_\_\_\_ is a law which governs the conduct of voluntary organisations.
- A. Gender Act
  - B. Education Act
  - C. POSA
  - D. The Private and Voluntary Organisations Act
48. \_\_\_\_\_ is not a responsibility of voluntary organisations.
- A. Conduct humanitarian work
  - B. Protecting human rights work
  - C. Provision of legal aid
  - D. Forming political organisations
49. \_\_\_\_\_ is a voluntary organisation which deals with vulnerable children.
- A. HelpAge Zimbabwe
  - B. Jairos Jiri
  - C. FACT
  - D. Matthew Rusike Children's home
50. \_\_\_\_\_ is a challenge caused by voluntary organisations.
- A. Increase of dependence syndrome
  - B. Shortage of money
  - C. Increase in poverty
  - D. Drought



- (d) Suggest one way of addressing gender equity. [1]  
(e) State the importance of gender equity in indigenous society. [1]
4. (a) Define a consumer. [1]  
(b) What are consumer rights? [1]  
(c) State one reason why a consumer needs protection. [1]  
(d) Suggest any one consumer right in Zimbabwe. [1]  
(e) State the importance of consumer rights. [1]
5. (a) State one way of acquiring accommodation. [1]  
(b) A person who rents a house is called\_\_\_\_\_. [1]  
(c) Identify one title deed that are given when buying accommodation. [1]  
(d) Who gives land for building accommodation in towns? [1]  
(e) What is the advantage of acquiring accommodation? [1]
6. (a) What is a voluntary organisation? [1]  
(b) State any one voluntary organisation in Zimbabwe. [1]  
(c) Give one function of voluntary organisations in Zimbabwe. [1]  
(d) State one challenge caused by voluntary organisations. [1]  
(e) Suggest a solution to challenges caused by voluntary organisations. [1]

## 2. Reserve Bank of Zimbabwe (RBZ)

This is an institution which keeps the foreign currency and distribute it to areas that are of national interest like energy, raw materials required for the production of some goods as well as buying important goods for the country. The reserve bank also controls the issuance of local currency to banks. The Reserve Bank also creates and enacts monetary policies.

It is the producer of Zimbabwe's bank notes and coins and it regulates the amount of money in circulation.



Reserve Bank of Zimbabwe

The Reserve Bank also looks after the country's gold, as well as purchase and refine precious minerals like diamonds, gold and silver through its subsidiary Fidelity Printers and Refinery. The bank serves as an advisor to the government, providing the government with daily banking services.

## 3. Zimbabwe National Water Authority (ZINWA)

The Authority was formed in 2000 because of the Water Act of 1998 to manage water storage and distribution. The main mandate of the authority is to manage water for the state and to ensure sustainable development and equitable distribution of the country's water resources to all Zimbabweans at an affordable price. Other key roles of ZINWA include;

- provision of water to the nation in a cost-effective manner.
- ensuring equitable accessibility and efficient use of water resources.
- minimising the impact of droughts and floods.
- construction of dams for water storage for future use.
- operate and maintain water works in order to provide water in bulk to local authorities and reticulated water to consumers on behalf of local authorities who lack the capacity to provide this service.

### Activity 1

*In pairs, discuss the role of ZINWA as national strategic institution.*

### Exercise 1

1. \_\_\_\_\_ is not a national strategic reserve institution.  
**A.** ZETDC                      **B.** RBZ                      **C.** ZUPCO                      **D.** ZINWA
2. When was the Water Act enacted?  
**A.** 2000                      **B.** 1980                      **C.** 1998                      **D.** 2010
3. ZETDC means \_\_\_\_\_  
**A.** Zimbabwe Electricity Transmission and Distribution Company  
**B.** Zimbabwe Electricity Transmission and Destruction Company

## Key points in this unit

- National strategic reserve institutions refers to large organisations for the country set up to do something for the people.
- The reserve bank also controls the issuance of local currency to banks.
- The National Parks and Wildlife Management Authority (NPWM) is responsible for conserving Zimbabwe's wildlife.

## Unit Revision Exercises

### Multiple Choice Questions

1. \_\_\_\_\_ is not a national strategic reserve institution.  
**A. ZETDC**                      **B. RBZ**                      **C. ZUPCO**                      **D. ZINWA**
2. \_\_\_\_\_ is not a role of RBZ.  
**A. Buying important goods for the country**  
**B. Controlling the issuance of local currency to banks**  
**C. Looking after the country's gold**  
**D. Printing foreign currency**
3. \_\_\_\_\_ is not the main function of ZINWA.  
**A. Provision of water to the nation in a cost-effective manner**  
**B. Ensuring equitable accessibility and efficient use of water resources**  
**C. Ensuring that there is enough rain**  
**D. Construction of dams for water storage for future use**
4. \_\_\_\_\_ is responsible for storage and selling of cereals and oil seeds.  
**A. ZINWA**                      **B. GMB**                      **C. RBZ**                      **D. ZETDC**
5. The National Parks and Wildlife Management Authority (NPWM) is responsible for \_\_\_\_\_.  
**A. selling wildlife**  
**B. creating wildlife**  
**C. conserving Zimbabwe's wildlife and wilderness resources**  
**D. giving food to wildlife**

### Structured Questions

1. What are national strategic reserves?
2. State any three national strategic reserves in Zimbabwe.
3. What is the advantage of having national strategic reserves?
4. State one challenge faced by national strategic reserves.

# Unit 25

# STORAGE AND MARKETING OF GOODS

### Unit Objectives

By the end of this unit, you should be able to:

- (a) examine various methods of storage and marketing.
- (b) distinguish imports and exports.

### Looking Back

Important resources which are of national value need to be stored in facilities that ensure food security as well as availability of goods in the time of need. This unit deals with methods of storing and marketing of goods. The topic also looks at the differences between imports and exports.

### Key Words

<b>Storage facility</b>	– a place for keeping things.
<b>Marketing</b>	– ways by which goods are supplied, advertised and sold.
<b>Imports</b>	– goods that are bought from other countries.
<b>Exports</b>	– goods that are sold to other countries.

### Storage of facilities

There are important storage facilities for various products. Storage is important in keeping safe the product for future use. It can also be done for rebranding and packing.

Some of the storage facilities include silos, warehouses, tanks and dams. It is important to note that storage secures the supply of goods even in the time of crises like drought or diseases.

#### (a) Silos

Silo is term that is derived from the Greek word Siro which means a pit for holding grain. Therefore, a silo is a structure for storing bulk materials especially grain, coal,



Silos at GMB

## Activity 2

In pairs, discuss major imports and exports of Zimbabwe.

## Exercise 2

1. What is marketing?
2. Give two examples of supermarkets.
3. Identify two features of a supermarket.
4. What is a departmental store?
5. Give two characteristics of a departmental store.

## Key points in this unit

- Storage is important in keeping safe the product for future use.
- A silo is a structure for storing bulk materials.
- A wholesaler's warehouse can be used for branding, grading of product according to quality as well as repackaging.
- A departmental store may be described as a large retail organisation having a number of departments in the same building under centralised control.

## Unit Revision Exercises

### Multiple Choice Questions

1. \_\_\_\_\_ is not example of storage facility.  
**A. Silos**                      **B. Warehouses**              **C. Supermarket**              **D. Dams**
2. \_\_\_\_\_ is a type of a silo.  
**A. Water silo**              **B. Tower Silo**              **C. Plastic silo**              **D. Technogical silo**
3. \_\_\_\_\_ is not a function of a warehouse.  
**A. Branding of product**                      **B. Grading of product**  
**C. Repackaging of product**                      **D. Selling of product**
4. \_\_\_\_\_ is a type of a warehouse used to store goods before payment of import duties.  
**A. Manufacturers' warehouse**                      **B. Wholesaler's warehouse**  
**C. Bonded warehouse**                      **D. Farm warehouse**
5. A tank is used to store\_\_\_\_\_.  
**A. cereals**                      **B. furniture**                      **C. fuel**                      **D. clothes**
6. Fuel for the nations is stored by which company?  
**A. Total**                      **B. NOCZIM**                      **C. Engen**                      **D. Zuva petroleum**
7. \_\_\_\_\_ is a dam which stores water for Harare.  
**A. Lake Kyle**                      **B. Tokwe Mukosi**              **C. Mzingwane Dam**              **D. Lake chivero**
8. The storage of water in Lake Kariba is mainly for \_\_\_\_\_.  
**A. domestic use**              **B. fishery**                      **C. leisure**                      **D. electricity generation**



# Unit 26

## INDIGENOUS AND CONTEMPORARY WAYS OF PRESERVING FOOD

### Unit Objectives

By the end of this unit, you should be able to:

- (a) discuss the indigenous and contemporary ways of preserving food.
- (b) explain the importance of preserving food.

### Looking Back

In grade six, you learnt how raw materials like maize, timber, milk and cotton are processed into finished products. In this grade, you need to know about indigenous and contemporary ways of preserving food. In the end, you will learn about the importance of preserving food.

### Key Words

**Preserving food** – an action of maintaining all that is consumed in order to have a secure and reliable source of food during off seasons.

### Contemporary ways of preserving food

Preserving food is important for securing food during off-seasons as well as preventing food from getting rotten. The modern ways of preserving food are salting, pickling, drying, freezing, vacuum foods, and sterilising. Ways of preserving include the following:

- 1. Refrigeration and freezing:** refrigerators are used to preserve food by reducing bacteria and fungi through cold. The freezing of below  $-10^{\circ}\text{C}$  in domestic freezers, allows food preservation.
- 2. Food additives:** additives are substances that are added to food to maintain their qualities, or to enhance or recover some that have been lost during the process. The additives are food preservatives which hinder or prevent the development of microorganisms. They can also serve to give colour, flavour, texture, value and prevent rusting of food.



Meat in a refrigerator

- 3. Sterilisation:** refers to the treatment to which food is subjected and which results in the elimination of all germs. It is a technique widely used in the dairy industry. One of the processes of sterilisation of the most used milk is pasteurisation, which involves heating it to about 80° C for 30 seconds. This sudden heating produces the death of 99.5% of the germs contained in the milk.
- 4. Pasteurisation:** the purpose of pasteurisation is to destroy the pathogens and thus prevent the deterioration of the food. This thermal treatment must be followed by a sudden cooling and pasteurised food generally kept cold (4°C). This technique, for example, is widely used in milk, in dairy products, in fruit juices, beer, vinegar, honey.
- 5. Dehydration:** it is one of the methods most used by man, since it consists of drying some products such as grains, cereals, fruits and vegetables, exposing them to extreme heat, in order to eliminate a large amount of moisture in them. This avoids the development of bacteria and ensuring the conservation of vitamins in dehydrated products. Dehydration can happen using an oven or direct sunlight.
- 6. Vacuum packaging:** system consists of extracting the oxygen from the container that contains the product in this way it prevents the oxidation and putrefaction of the food to be preserved, prolonging its expiration date in more than 30 days and up to 1 year.

### Activity 1

*In pairs, demonstrate ways of preserving food.*

### Exercise 1

1. What is food preservation?
2. Why is it important to preserve food?
3. State two contemporary ways of preserving food.
4. Refrigeration reduces the accumulation of \_\_\_\_\_ and \_\_\_\_\_ through cold.

## Indigenous ways of preserving food

There are indigenous ways of preserving food that have been used from long ago using the indigenous knowledge systems. The main indigenous methods of preserving food are use of air and sun drying, smoked coating, ash mixing, leaving with their covers after harvesting, shading and freezing.

### 1. Drying

People collect indigenous leafy vegetables of *nyevhe/rudhe*, *muvharadhongi* and *Muchacha* when they are available and plentiful, especially during high precipitation seasons. The vegetables are then dried and used in winter, the time of scarcity, in contributing to household food security.

# Unit 29

## HAZARDS AND DISASTERS IN THE TRANSPORT AND COMMUNICATION INDUSTRY

### Unit Objectives

By the end of this unit, you should be able to:

- (a) identify hazards and disasters in the transport and communication industry.
- (b) analyse causes and effects of hazards and disasters in the transport and communication industry.

### Looking Back

In the previous grade, you learnt about transport and communication links with other countries. However, there are a lot of hazards associated with the transport and communication industry. In this grade, you identify and analyse causes and effects of hazards and disasters in the transport and communication industry.

### Key Words

<b>Disaster</b>	– great misfortune causing harm to nature or humans.
<b>Hazard</b>	– a risk which can cause harm.

### Hazards and disasters in the transport and communication industry

Hazard means a risk or accident while a disaster is a great misfortune. Every day, people are subjected to certain hazards and disasters while commuting to and from home, work, school and other locations. These hazards exist on the roadways as well as through other forms of transportation.

Hazards can be caused by natural factors, human error and mechanical faults. Below are some of the hazards and disasters in the transport and communication industry.

**Flood** is a hazard that causes loss of life in the transport and communication industry. It can cause the sweeping away of transport as well as destruction of bridges which result in the loss of human life.



Flooded area

## Unit Revision Exercise

### Multiple Choice Questions

- \_\_\_\_\_ is not a cause of transport hazard.  
**A.** Natural factors    **B.** Human error    **C.** Mechanical faults    **D.** Money
- Road carnage is largely caused by \_\_\_\_\_.  
**A.** police    **B.** aeroplanes which fly above  
**C.** lack of education    **D.** human error
- \_\_\_\_\_ causes poor visibility causing transport hazard.  
**A.** Lights    **B.** Mist and fog    **C.** Driving at night    **D.** Mechanical fault
- \_\_\_\_\_ is a hazard associated with trains.  
**A.** Mass wasting    **B.** Road accidents    **C.** Derailment    **D.** Shipwreck
- \_\_\_\_\_ is the best way preventing hazards caused by mechanical fault.  
**A.** Chasing away the driver  
**B.** Retraining of drivers  
**C.** Constant maintenance of all means of transport  
**D.** Putting road blocks
- \_\_\_\_\_ is an effect of transport hazards.  
**A.** Trauma    **B.** Enjoyment  
**C.** Going to various places    **D.** Buying fuel
- What can be done to reduce loss of life due to transport hazards and disasters?  
**A.** Banning of unfit transport  
**B.** Increase speed limit of vehicles  
**C.** Money should be given to transport operators.  
**D.** Praying

# Unit 30

## MANAGEMENT OF DISASTERS IN THE TRANSPORT INDUSTRIES

### Unit Objectives

**By the end of this unit, you should be able to:**

(a) suggest ways of managing hazards and disasters in the transport and communication industry.

### Looking Back

Today's society is affected by so many hazards which has affected even the transport and communication industry. Therefore, there is need for disaster management skills and measures to prevent further loss of life as well as destruction of infrastructure. In this unit, we are going to explore ways of managing hazards and disasters in the transport and communication industry.

### Key Words

**Disaster management** – mitigatory measures to prevent and reduce the effects of transport hazards and misfortunes.

### Solutions to hazards and disasters

- Safety boards and other agencies should be put in place to analyse and investigate accidents involving trains, planes and automobiles. Additionally, inspectors investigate trucking incidences and other transportation issues like Vehicle Inspection Department and National Traffic Safety Council of Zimbabwe.
- Training of paramedics who help disaster victims, fire fighters and health personnel who deals with managing disaster victims.
- Funding of the fire brigade to ensure that there is no loss due to fire which erupts because of transport hazards.
- Provision of cheap fire extinguishers to transport users.
- Offer psychological support to victims of disasters in the transport industry.
- Retraining of transport operators like drivers and pilots can help to reduces transport disasters.

# Unit 31

## HUMAN CAPITAL DEVELOPMENT IN ZIMBABWE

### Unit Objectives

By the end of this unit, you should be able to:

- (a) identify different career opportunities in Zimbabwe.
- (b) examine different organisations involved in human capital development in Zimbabwe.

### Looking Back

In the previous grade, you learnt about enterprise skills like farming, building, textile technology, visual and performing arts as well as sports. In this grade, you will learn about the career opportunities in Zimbabwe as well as different organisations which are involved in human and capital development in Zimbabwe.

### Key Words

<b>Career</b>	– a job or profession in which one is trained to make a living out of it.
<b>Human capital development</b>	– the training and upgrading of skills which are needed by the employer.

### Career opportunities in Zimbabwe

A career is a job or profession in which one is trained to make a living out of it. Career spans for the whole life.

There are so many career paths that can be taken in Zimbabwe. Some careers require academic achievements while others require skills and talents. Thus these careers are shaped and nurtured in different training institutions.

**Entrepreneurship** is a career opportunity in Zimbabwe where one can start in business venture for the profit-making, creating self-employment and for others. Some of the career opportunities derived from entrepreneurship include sole trading, carpentry and vending.

**Primary industry:** some of the careers in Zimbabwe are derived from the primary industry which include fishing, farming and small scale mining. Thus one can be a fishermen, farmer and miner.



**Secondary industry:** some career opportunities are derived from the secondary industry. This implies that one can get employment from the manufacturing industries as drivers, fitter and turner, boiler makers, tailors and technicians.

**Tertiary industry:** teaching, nursing, banking and insurance brokers are some career opportunities that are found in Zimbabwe. These require specialised training in state certified institutions.

**Sporting career:** today sports is a paying and rewarding career. One can become a professional player. For example, Khama Billiat, Tatenda Taibu, Benjamin Locke, Tatenda Garan'anga and Manyuchi are some sport personalities earning a living through sports.

**Arts career** is another career opportunity in Zimbabwe. Art can either be performing or visual. Therefore, there are career opportunities in performing and visual arts.



Zimbabwe Warriors squad of 2019

Some of the prominent people who have arts as their career are Aleck Macheso, Sabhuku Vharazipi, Gringo and Matthias Mhere while Dominic Benhura is a visual artist.

### Activity 1

Visit different work places and list career occupations in those work places.

### Exercise 1

1. What is a career?
2. State one key feature of a career.
3. Give two examples of careers that can be pursued by people with talent and skills.
4. State one career that can be tapped from entrepreneurship.
5. State two careers that are derived from the tertiary industry.

## Human capital development in Zimbabwe

Human capital development refers to the training and upgrading of skills which are needed by employers. There are various institutions that are involved in human capital development in Zimbabwe. These include;

- Vocational Training Centres (VTC) like Hubvumwe in Gutu and Kushinga Pikhela which trains human capital in motor mechanics, agricultural extension officers and carpentry.
- Universities like University of Zimbabwe trains human capital in law, medicine and engineering while the National University of Science Technology specialises in technology as well as engineering.

### Unit Objectives

By the end of this unit, you should be able to:

- (a) identify tourist destinations in Zimbabwe, the SADC and other countries.
- (b) explain the importance of tourism to Zimbabwe and other countries.

### Looking Back

In the previous grades, you learnt on tourism in Zimbabwe where you identified major tourist destinations and importance of tourism. In this grade, you will learn on tourist destinations in Zimbabwe, the SADC and other countries. You will also learn about the importance of tourism to Zimbabwe and other countries.

### Key Words

<b>Tourism</b>	– the practice of travelling for pleasure especially on holidays.
<b>Tourist destination</b>	– places where people visit for pleasure especially during holidays.

### Tourism in SADC and other countries

Tourism refers to the practice of travelling for pleasure especially on holidays. People who visit places of interest for relocation and leisure are known as tourists. Tourism can be either domestic, regional or international. Some of the tourist attraction centres include natural features like mountains, cultural or historical sites as well as recreational sites.

#### 1. Tourist destinations in Zimbabwe

In Zimbabwe, tourism is highly valued as there is a Ministry of Tourism as well as the Zimbabwe Tourism Authority board which focuses on the promotion of domestic, regional and international tourism. They have reduced tourism expenses, advertised and expanded infrastructural development of various tourist centres in Zimbabwe.

<b>Tourist destination</b>	<b>Attractions</b>
Victoria Falls	Scenery, game viewing, dancing, casino, cultural activities
Hwange National Park	Game Viewing
Nyanga	Scenery, mountain climbing, fishing, casino
Kariba Dam	Water sports, dam wall, fishing
Great Zimbabwe	Historical site, cultural dances
Matopo Hills	Scenery, game viewing
Mana Pools	Fishing, game viewing, scenery
Chinhoyi Caves	Scenery
Chimanimani	Mountain climbing, scenery
Vumba Heights	Mountain climbing, scenery
Matusadona National Park	Scenery, game viewing
Gonarezou National Park	Game viewing
Khami Ruins	Historical
Lake Kyle	Water sport, scenery

It should be noted that Victoria Falls is the major tourist attraction centre in Zimbabwe that is found along the Zambezi River. It has five different falls and is traditionally known as Mosi-oa-Tunya which means the smoke that thunders. Great Zimbabwe is another major tourist destination in Zimbabwe. It is found in Masvingo and it is a stone work that is magnificent that reflect the indigenous people's civilisation and historical background.

## **2. Tourist destinations in SADC**

There are several tourist destinations in the SADC which ranges from national parks, mountains, beaches and lakes. Some of the national parks include Serengeti National Park of Tanzania, Fish River Canyon of Namibia, Sossusvlei in Namibia, Mount Kilimanjaro in Tanzania, Avenue of the Baobabs in Madagascar, the Ngorongoro Crater of Tanzania, the Kruger National Park in South Africa as well as Okavango Delta in Botswana.



*Fish River Canyon of Namibia*

# Unit 36

## ENVIRONMENTAL ISSUES: DESERTIFICATION CAUSES, EFFECTS AND SOLUTIONS

### Unit Objectives

By the end of this unit, you should be able to:

- (a) examine the causes and effects of desertification.
- (b) suggest mitigatory measures to the problem of desertification.

### Looking Back

In the previous grade, you learnt about disasters and disaster management. In this grade, you will learn on environmental issues particularly desertification. You will learn the causes of desertification, effects of desertification and solutions to desertification. This is important because the environment has to be preserved for the benefit of the future generation.

### Key Words

- |                        |  |
|------------------------|--|
| <b>Environment</b>     | – the surroundings which include land, water, forests and air. |
| <b>Desertification</b> | – the change of productive land to a non-productive land.      |

### Desertification

Desertification refers to the change of productive land to a non-productive land. It is a process of land degradation in arid, semi-arid and sub-humid areas due to various factors including climatic variations and human activities.

### Causes of desertification

Desertification refers to the change of productive land to a non-productive land. It is caused by human factors like overgrazing, deforestation, bad farming practices and urbanisation. Other natural factors resulting in desertification are climate change and natural disasters. These causes include the following:



Overgrazed land

- 1. Overgrazing:** animal grazing is a huge problem for many areas that are starting to become desert like. Large population of animals results in overgrazing which affects plant growth.
- 2. Deforestation:** the cutting down of trees for shelter, fuel and other purposes are contributing to the problems related to desertification. Without the plants (especially the trees) around, the rest of the living organisms in the ecosystem cannot survive.
- 3. Bad farming practices:** some farmers have bad farming practices like stream bank cultivation and continuous land tillage which result in soil exhaustion. This leads to the washing away of the top soil and its nutrients resulting in desertification.
- 4. Urbanisation:** and other types of land development. The growth of many towns and cities has led to the development of desertification as people destroy trees for clearing land for building urban houses. Industries in urban areas also emit poisonous gases or chemicals into the land. Urbanised areas have low plant population that grow, thus causing desertification.
- 5. Climate change:** climate change plays a huge role in desertification. This is evidenced by global warming, occurrence of floods and persistent droughts which have resulted in desertification.
- 6. Extraction of resources:** extraction of natural resources like natural gas, oil or minerals result in the loss of soil of nutrients and this kills the plant life. This results in the turning of land to become unproductive.
- 7. Natural disasters:** as a result of droughts, floods and tropical cyclones have damaged land and resulted it in becoming unproductive. This is because the land surface with nutrients is destroyed and vegetation is destroyed.

### Activity 1

*In groups, discuss the causes of desertification.*

### Exercise 1

1. Define environment.
2. State two things which affect the environment.
3. What is desertification?
4. List any three causes of desertification.

### Effects of desertification

- 1. It has increased farming production costs:** farming can only be done using special technologies which are too costly.
- 2. Hunger:** is an effect of desertification as human beings and animals are in short supply of food. There is food scarcity.
- 3. Flooding:** is a result of desertification because scanty plant life in an area makes flooding more eminent. There is low infiltration and high surface run-off leading to flooding. This even affects the water table.



# Unit 37

## POLLUTION: CAUSES, EFFECTS AND SOLUTIONS

### Unit Objectives

By the end of this unit, you should be able to:

- (a) define pollution.
- (b) explain causes and effects of pollution.
- (c) suggest mitigatory measures to control pollution.

### Looking Back

In the previous unit, you learnt about desertification as an environmental problem. You should know that pollution is also another problem affecting the environment today. As such, this unit focuses on pollution as a global issue that is affecting the environment. You will learn about the causes, effects and mitigatory measures to control pollution.

### Key Words

**Pollution** – the change of outlook of the air, water and land due to contamination.

### Pollution

Pollution refers to the destruction of something pure to become impure. In simple terms pollution refers to the change of outlook of the air, water and land. As such, there are various forms of pollution which include water pollution, air pollution, land pollution and noise pollution.

#### 1. Water

Water pollution occurs when harmful substances like chemicals or microorganisms contaminate a stream, river, lake, ocean, aquifer, or other body of water, degrading water quality and rendering it toxic to humans or the environment.

Water pollution is largely caused by toxic substances from farms, towns and factories that are released into water sources and



Water pollution



# Test 3

## Paper 1: Multiple Choice Questions

Time: 1 hour 30 minutes

Candidates are required to answer all.

- \_\_\_\_\_ is not a national strategic reserve institution.  
A. ZETDC                      B. RBZ                      C. ZUPCO                      D. ZINWA
- \_\_\_\_\_ is a subsidiary of RBZ responsible for purchasing and refining of precious minerals like diamonds and gold.  
A. Marange diamond mine  
B. Fidelity Printers and Refinery  
C. Shamva Gold Mine  
D. CBZ
- \_\_\_\_\_ is not the main function of ZINWA.  
A. Provision of water to the nation in a cost-effective manner  
B. Ensuring equitable accessibility and efficient use of water resources  
C. Ensuring that there is enough rain  
D. Construction of dams for water storage for future use
- The National Parks and Wildlife Management Authority (NPWM) is responsible for \_\_\_\_\_.  
A. selling wildlife  
B. creating wildlife  
C. conserving Zimbabwe's wildlife and wilderness resources  
D. giving food to wildlife
- \_\_\_\_\_ is not example of storage facility.  
A. Silos                      B. Warehouses                      C. Supermarket                      D. Dams
- \_\_\_\_\_ is not a function of a warehouse.  
A. Branding of product  
B. Grading of product  
C. Repackaging of product  
D. Selling of product
- Fuel for the nations is stored by which company?  
A. Total                      B. NOCZIM                      C. Engen                      D. Zuva petroleum
- \_\_\_\_\_ is a dam which stores water for Bulawayo.  
A. Lake Kyle  
B. Tokwe Mukosi  
C. Mzingwane Dam  
D. Lake chivero
- \_\_\_\_\_ is a feature of a supermarket.  
A. Goods are sold at the counter  
B. Prices are high  
C. Credits are offered to the customer  
D. Operates on self-service basis.

## Paper 2

**Time: 1 hour 30 minutes**

### **Section A [30 marks]**

1. State two methods of storage. [2]
2. How is water stored for domestic and industrial use? [1]
3. State any two characteristics of a supermarket. [1]
4. Suggest one indigenous way of preserving meat? [1]
5. State any two hazards and disasters associated with transport and communication industry. [2]
6. Identify two causes of hazards and disasters in the transport and communication industry. [2]
7. State two effects of hazards and disasters in the transport and communication industry. [2]
8. Suggest one way of preventing hazards and disasters in the transport and communication industry. [1]
9. State two examples of self-employment. [2]
10. Give two causes of unemployment. [2]
11. Suggest one way of being self-reliant. [1]
12. State any three workers' rights. [3]
13. State one occupational hazard. [1]
14. Suggest one solution to occupational hazards. [1]
15. State one responsibility at work. [1]
16. State one benefit of being involved in sports. [1]
17. What is desertification? [1]
18. List any two causes of desertification. [2]
19. State two effects of desertification. [2]
20. Suggests one solution to desertification. [1]

### **Section B [20 marks]**

*A candidate is expected to choose 4 out of 6 questions. Each question carries 5 marks.*

1. (a) What are national strategic reserves? [1]  
(b) State one national strategic reserve in Zimbabwe. [1]  
(c) Using an example, outline one function of national strategic reserves. [1]  
(d) What is the advantage of having national strategic reserves? [1]  
(e) State one challenge faced by national strategic reserves. [1]
2. (a) What is food preservation? [1]  
(b) State one contemporary way of preserving food. [1]  
(c) Identify one indigenous way of preserving food. [1]  
(d) State any advantage of using indigenous ways of preservation. [1]  
(e) What is the importance of preserving food? [1]