

Volume 2

PLUS ONE

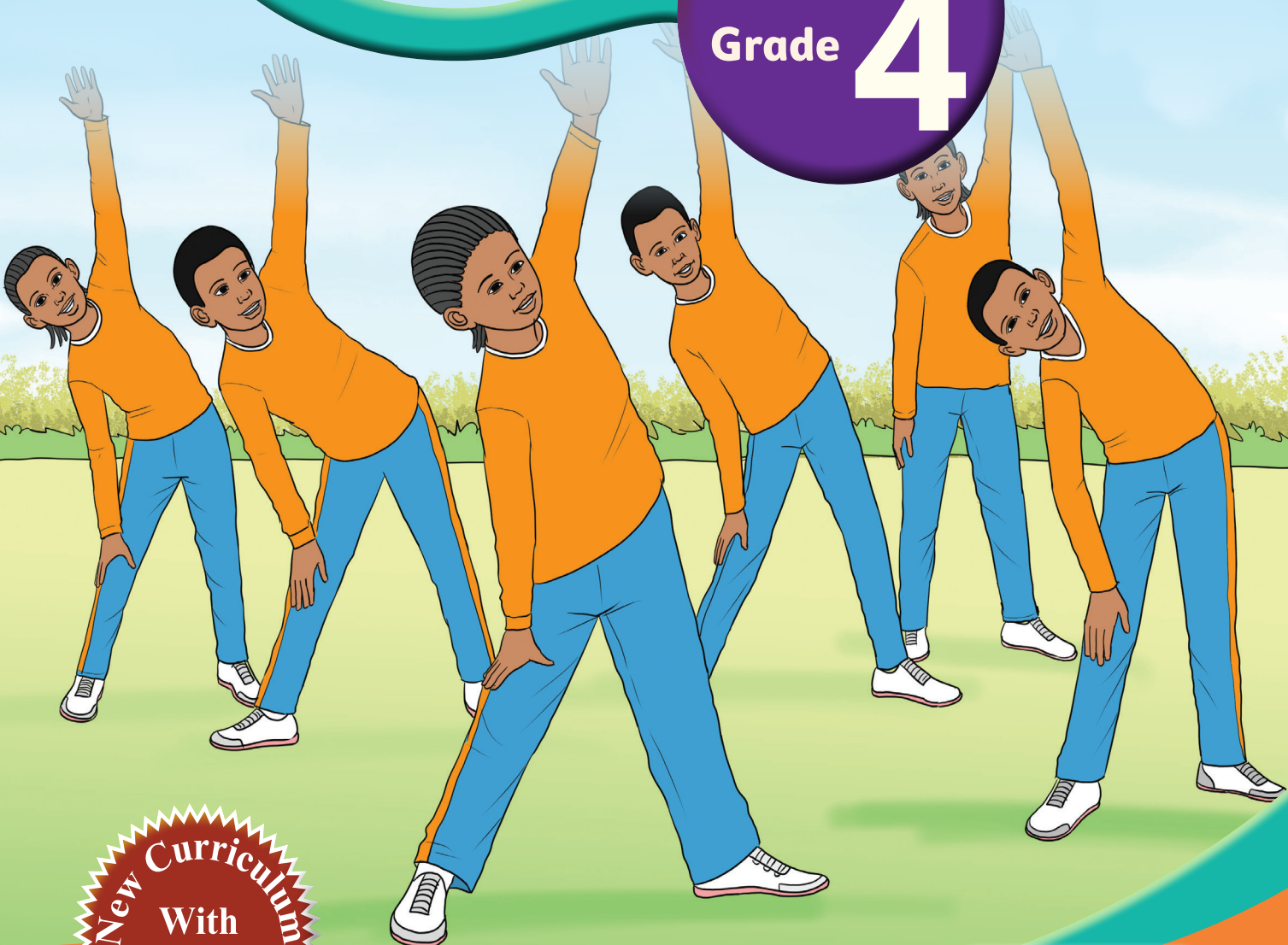
Study Pack

Social Science

Physical Education and Arts

Grade

4



New Curriculum
With
Answers

Volume 2

PLUS ONE

Study Pack

Social Science

Physical Education and Arts

Grade 4

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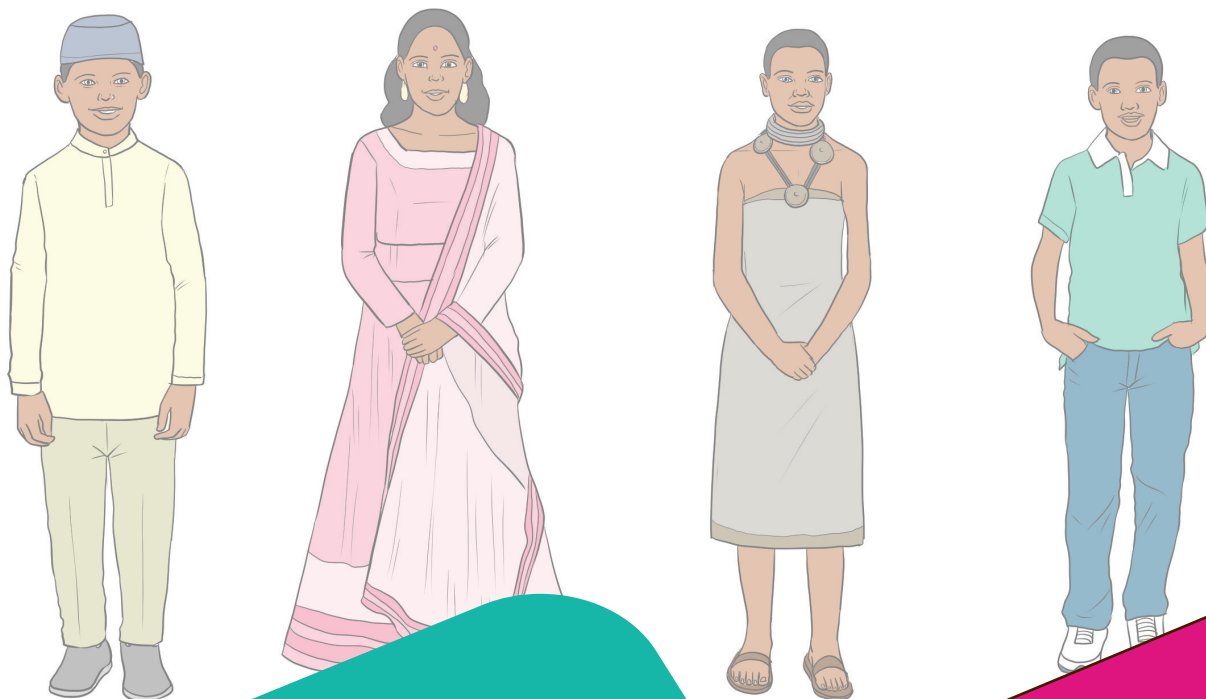
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INTRODUCTION

This Revision Guide is a one-stop source of extended learning for Social Science and Physical Education and Arts built on a competence-based curriculum. It has been tailored in line with The Junior Primary Syllabus - Grade 4.

The contents of the text are curriculum companions aimed at supporting the learner to develop the skills and concepts in the specific syllabi. The specific learning outcomes integrate the required competences and values in the learner. The text is packed with the benefits to the teacher, learner and parent or guardian.

The text has brief notes, exercises, tests and possible solutions, that will enhance both facilitator involvement and milestone achievement by the learner.



Social Science

Development Editor: Wynet Madzikwa-Namakuwa

Authors: Locadia Bhukuvhani and Mushonga Mercy

Topic 1

Family

Objectives

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

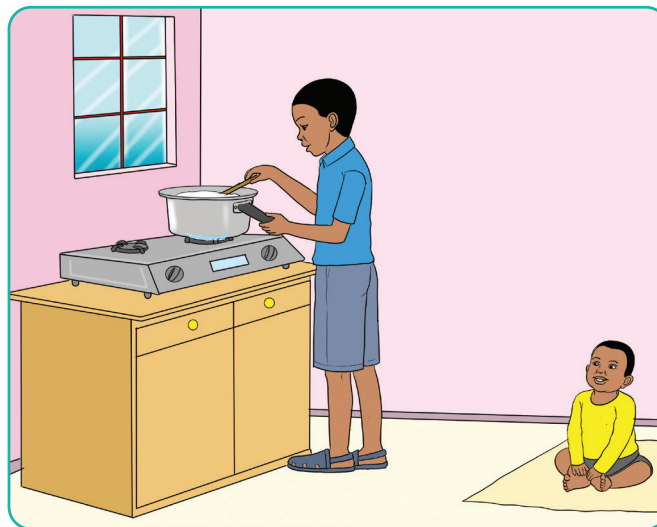
- *identify members of a family.*
- *state roles of family members.*
- *identify different types of families.*
- *state family names.*
- *identify totems.*
- *identify the religious activities that bring families together.*
- *state family religions.*
- *explain the religious ways of life in a family.*

Roles of family members

- A family is a group of people who are living together and are related by marriage or blood or adoption.
- Family members include father, mother, children, grandparents, uncles, aunts, cousins and nephews.
- Family members have different roles or duties that they perform within a family. In a nuclear family parents are the breadwinners and the providers of the family.
- Parents look after the family through performing household chores such as cooking, doing laundry, fetching firewood and cleaning the house. They are also responsible for nurturing children as they grow.
- Grandparents perform the role of looking after young children when their parents are away. Grandparents are a source of wisdom and they also take the role of teaching young children morals and life skills such as thatching, pottery, building, carpentry as well as farming.

Family types

- There are different types of families which include nuclear, monogamous, polygamous, child headed and one parent families.
- A nuclear family consist of both parents living together with their children.
- A monogamous family has one husband married to one wife and their children.
- A polygamous family has one man married to more than one wife.
- In a child headed family, one child who is below the age of eighteen, is the head of the family and is responsible for taking care of his or her siblings. Causes of this type of family include the death or divorce of parents.



Child headed family

- A one parent family is a family with only one parent looking after his or her children. A one parent family is mainly caused by divorce or the death of one parent.

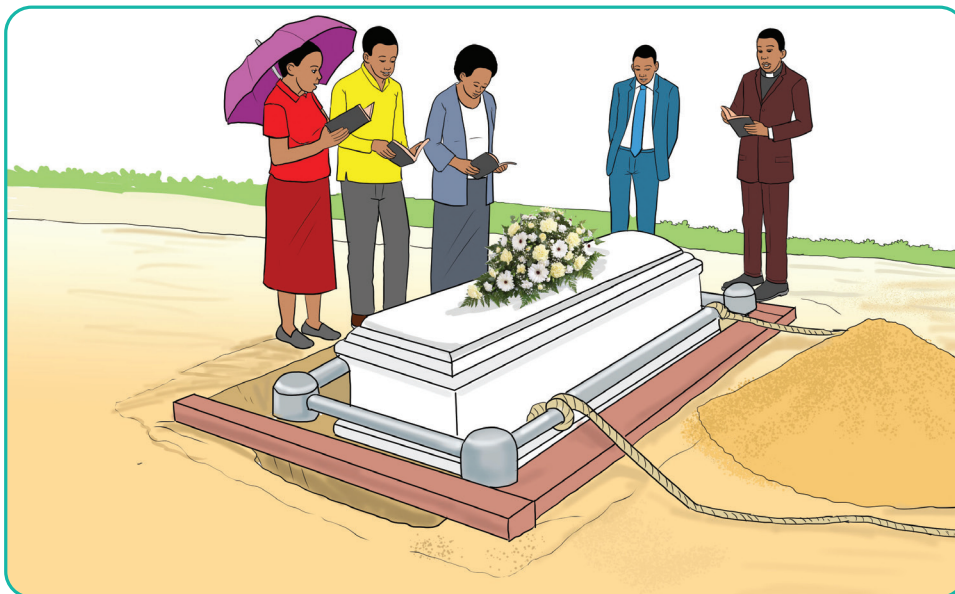
Family names and totems

- Family names and totems are important in indigenous communities. They help to trace the origin of families as well as identify people who are related. People with the same totems are related.
- People use animals and natural objects as their totems.

Family and religion

Family unity

- Unity in families is promoted through family ceremonies where all family members gather. These ceremonies include weddings, funerals, marriage ceremonies, birthday parties, memorial services and different religious ceremonies.
- There are different rituals and rites performed in different religions.
- Families participate differently in their religions. In Indigenous religion, fathers or elderly men take the main roles in communicating with the ancestors. Elderly women usually help in brewing beer for religious ceremonies.
- In Christianity and Islam, parents teach their children good morals at home such as respect, tolerance, kindness, love and forgiveness so that they live in harmony with others.
- Families have different roles that they perform in the community. Families help each other to plough and harvest fields through co-operatives/*nhimbe/ilima*.



Family at a funeral

- At funerals, families come together to help console and comfort the bereaved family. Family members contribute different items such as food and firewood, at funerals.

- Community members assist those who are vulnerable in their communities. Vulnerable members include the sick, orphans, the poor, the elderly and people living with disabilities.
- Communities can assist the needy by:
 - providing food and clothes.
 - fetching water and firewood.
 - paying school fees for orphans and vulnerable children.
 - helping the elderly with household chores.

Social and emotional learning

Self-management

- Individuals need to behave responsibly and this can be done through managing one's self. Controlling emotions and anger is a way of self-management.
- Self-management is promoted by different religions. They teach against taking revenge when someone has wronged you. Some taboos also help to control anger in people, especially in the Indigenous religion.

Topic 2

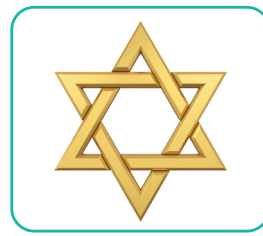
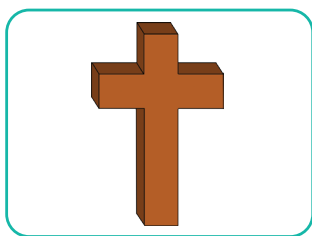
Religion

Objectives

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

- *identify different religions in the locality.*
- *state the origin of the religion.*
- *explain its historical background.*
- *list the roles of ancestors.*
- *name and sing spiritual songs.*
- *describe the attire of practitioners in Indigenous religion.*

Religion



The four main religions in Zimbabwe are Indigenous religion, Christianity, Islam and Judaism.

Historical background of Indigenous religion

- Indigenous people of Zimbabwe have always been religious. They prayed to their God who they called *Musikavanhu*, *UMdali*, *Leza*, *Mudzimu* and *Qamatha*.
- The worshipping of God was mainly done through their family ancestors. People who led these religious ceremonies and rituals included spirit mediums and traditional leaders such as chiefs.

Topic 5

Identity: family history and local heritage

Objectives

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

- *explain the roles and status of family members.*
- *outline their individual and family aspirations.*
- *identify and describe family gatherings.*
- *identify and display indigenous processing tools.*
- *identify and describe local shrines and monuments.*

Family

- A family is a group of people who are living together and are related by marriage or by blood.
- Family members include father, mother, children, grandparents, uncles, aunts, cousins and nephews.
- Family members have different roles or duties, that they perform within a family. In a nuclear family, the father is regarded as the head of the family and his main role is to provide and take care of the family.
- Mothers also take the role of looking after the family through performing household chores such as cooking, doing laundry, fetching firewood and cleaning the house. Mothers are also responsible for nurturing children as they grow.
- Grandparents perform the role of looking after young children when their parents are away. Grandparents are a source of wisdom and teach young children morals and life skills such as thatching, pottery, building, carpentry as well as farming.
- Uncles and aunts can also perform the same duties as the father and mother. Uncles and aunts act as advisors especially when a boy and girl want to get married.

- In traditional societies, a family member's status is given by their age, the oldest family members occupy high ranks while the youngest are ranked lowest.
- Positions in the family can also be used to give status to family members. The father and mother occupy high positions and are responsible for making decisions.



Family working together to complete a task

- All families have aspirations or desires to become prosperous in life. Families work together in order to become prosperous in life. Families can be seen working together to complete a task so that they can be wealthy and live successfully.
- Individuals can also have different aspirations from the family. One may desire to become a lawyer while the family has interest in farming or an individual may desire to become a farmer while the whole family has doctors.
- Family and individual aspirations depend mainly on passion, education, hard work, unity, peace, harmony and available resources.
- Family meetings where all family members attend to perform different tasks or fulfil certain objectives are known as family gatherings.
- These gatherings have different purposes which include:
 - celebrating an achievement.
 - to give assistance to a family member.

Topic 7

National history, sovereignty and governance

Objectives

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

- *narrate the history of the early people of Zimbabwe.*
- *describe the way of life of the Khoisan and the Bantu people.*
- *explain the contribution of the Bantu people to the national heritage.*
- *explain the need for rules and laws at home, school and in the community.*
- *compare by-laws and national laws.*
- *outline the need to observe laws.*
- *identify some of the laws of Zimbabwe.*

The Khoisan and the Bantu people

- The first group of people to live in Zimbabwe were the San people. The San people were also known as the Bushmen.
- San people lived in Zimbabwe during the period known as the Stone Age.
- The rock paintings that the San left are able to tell us about their ways of life.
- The San were hunters and gatherers. They were nomads meaning they moved from place to place in search of meat and wild fruits.
- They obtained their food through hunting animals for meat and collecting various fruits from plants.



San rock paintings

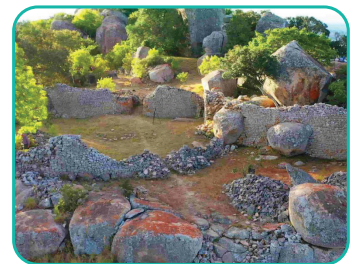
- The San communicated through a clicking sound that helped in developing Ndebele, Sotho and Zulu languages.
- San people now live in areas around the Kalahari and Namib deserts where they moved to after animals became few.
- Another group of early settlers in Zimbabwe were the Khoi-Khoi. The Khoi-Khoi unlike the San were farmers. They kept livestock such as cattle, goats and chickens for meat and milk.
- Khoi-Khoi people were also hunters and gatherers. They lived in permanent shelters.
- Bantu people came after the San and the Khoi-khoi.
- Bantu people make up the current ethnic groups in Zimbabwe. Bantu people were farmers and lived in permanent places where they built their houses.
- Bantu people were spiritual people who believed in one God, that they called *Mwari/Musikavanhu/uMdali*.
- Heritage sites such as the Great Zimbabwe, Khami, Dhlohdhlo and Tsindi monuments are all sites that were built by early people.



Dhlohdhlo ruins



Great Zimbabwe



Tsindi Monument

- Modern day life was greatly influenced by early people. Bantu people classified themselves by totems which are still being used. Information on most herbs that are being used to treat many sicknesses was passed down from the early people.

Rules and laws

- Rules and laws are needed for a peaceful society.
- Rules are very important at home, at school and in the community.
- Rules and laws help to maintain order within a society.
- Laws that must be obeyed by people within a city or town are called by-laws. By-laws are made by local authorities such as

Topic 15

Relationships

Objectives

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

- *identify different types of relationships in the community.*
- *discuss ways of maintaining good relationships in the community.*

Relationships

- Relationships are made when people have a deeper bond with each other.
- Respect, trust, support and communication can make relationships healthy.
- People can make relationships at school, home and in the community.
- These relationships need to be maintained to keep them going.

Community relationships

- Community relationships are formed by the same attributes that people have.
- When people are living in the same community, they share the same beliefs and values.
- People with the same beliefs and values can easily understand each other and it is easy for them to form relationships within the community.

Different types of relationships in the community

- In the community, different types of relationships can be formed depending on the mutual understanding with the other person.
- Community relationships can be of different types. These are:

Family relationships

- This is an arranged group of people who live together but may be related by blood, marriage or adoption.

Topic 19

Health and well-being

Objectives

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

- *describe ways of maintaining personal hygiene.*
- *demonstrate personal hygiene.*
- *discuss ways of keeping the environment clean.*
- *explain the importance of a clean environment.*
- *explain healthy living.*
- *discuss the importance of healthy living.*
- *classify communicable and non-communicable diseases.*
- *state ways in which communicable and non-communicable diseases are spread.*
- *suggest ways of preventing communicable and non-communicable diseases.*
- *discuss ways of caring and supporting the infected and affected.*

Health and well-being can be described as the achievement and maintenance of physical fitness and mental stability. Good health and well-being can help one to achieve goals in life. To maintain good health, it is crucial to know the needs and requirements of your body.

Personal hygiene

Personal hygiene is keeping your body clean. Different body parts need to be kept clean all the time such as the teeth, nails and the hair. When the body is clean, it will be free from diseases.



Boy and girl practising personal hygiene

Communicable diseases	Ways of preventing communicable diseases
Influenza	Keeping warm and staying away from those who have influenza.
Malaria	Using repellents, sleeping under a mosquito net and wearing long sleeved clothes.
Cholera	Boiling water before using it, putting chlorine or water guard in water, washing vegetables and fruits before eating them, washing hands after using the toilet and washing hands before and after eating.
HIV/AIDS	Abstinence and not using sharp objects like razor blades used by someone.
COVID-19	Social distancing, wearing masks, washing or sanitising hands.

Non-communicable diseases	Ways of preventing non-communicable diseases
Cancer	Avoid tobacco, limit alcohol, protect yourself from the sun and eat a healthy diet.
Diabetes	Lose weight, follow a healthy diet and do regular exercises.
Hypertension	Regular exercising, lose weight, reduce salt, eat food rich in calcium, potassium and magnesium.
Eczema	Avoid substances that trigger symptoms, avoid changes in temperature or humidity, reduce stress, wear protective gloves when handling chemicals and moisturise frequently.
Epilepsy	Regularly eat a healthy diet, exercise, manage stress and get enough sleep.

Topic 20

Understanding children's rights and responsibilities

Objectives

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

- *identify sources of child rights.*
- *identify people with disabilities who have made it in life.*
- *explain their achievements in life.*
- *list challenges faced by learners living with disabilities.*
- *suggest ways of helping learners living with disabilities.*
- *list effects of child abuse.*
- *suggest ways of preventing and managing child abuse.*
- *identify risky behaviour and situations.*
- *identify different channels of reporting child abuse.*
- *state child protection mechanisms at home, school and the community.*
- *discuss support and referral systems within the community.*

Children's rights and responsibilities

- Children's rights are a subset of human rights which cater for minors.
- Responsibilities are duties which must be fulfilled when given rights.
- Understanding children's rights and responsibilities is crucial.
- Children must enjoy the same human rights as adults and be treated with respect.
- When children are responsible they will accomplish their goals in life.

Sources of children's rights

- Sources of children's rights explain who children are, their rights and their responsibilities.

28. A ritual that is done during the first pregnancy is called _____.
- A. roora/lobola
 - B. nhova/inkanda
 - C. masungiro
 - D. marriage
29. _____ is an after burial ritual.
- A. Initiation ceremony ritual
 - B. Masungiro ritual
 - C. Rain asking ritual
 - D. Purification ritual
30. Self-management can _____ a person.
- A. kill
 - B. develop
 - C. sulking
 - D. drinking



31. The picture above shows the _____ of Zimbabwe.
- A. emblem
 - B. court of arms
 - C. anthem
 - D. logo
32. Jews worship in a _____.
- A. tabernacle
 - B. church
 - C. synagogue
 - D. mosque
33. *Bira/ukuthethela* is done for _____.
- A. appeasing ancestors
 - B. thanking elders
 - C. warning people
 - D. welcoming a child
34. Your _____ is a sense of who you are.
- A. identity
 - B. unity
 - C. kinship
 - D. size

- 35.** A mortar and pestle process _____.
A. clothes **B.** food **C.** weapons **D.** tool
- 36.** Kneeling is a custom which shows _____.
A. fear
B. tiredness
C. respect
D. arrogance
- 37.** The following are all sources of children's rights except the _____.
A. Constitution of Zimbabwe
B. United Nations Charter on the Rights of Children
C. African Charter on the Rights and Welfare of Children
D. newsprint
- 38.** Who can experience violence?
A. Boys and men
B. Women and girls
C. Anyone
D. Elderly
- 39.** What is personal hygiene?
A. Keeping the body clean
B. Well being
C. Wearing new clothes
D. Cleaning the house
- 40.** Which element does not make a relationship healthy?
A. Respect
B. Trust
C. Communication
D. Money

Examination Practice 2

Social Science

405/2

Paper 2

Time: 1 hour 30 minutes

Section A

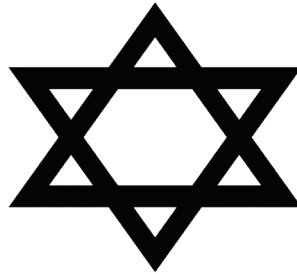
Answer **all** questions in this section.

1. (a) A family comprising of children only and no parents is called a _____. [1]
(b) State **two** causes of a one parent family. [2]
(c) What can be done to end a dispute or quarrel between a husband and wife? [1]
(d) Give **one** way of showing respect to others. [1]
2. (a) Identify **two** causes of conflict in families. [2]
(b) Give **one** health habit. [1]
(c) Which diet ensures a healthy living? [1]
(d) Identify **one** bad eating habit. [1]
3. (a) Why do girls bend their knees when accepting a parcel or a present from elders? [1]
(b) State **one** role of aunts and uncles in a family. [1]
(c) State **one** of the children's rights. [1]
(d) Suggest **one** advantage of family gatherings. [1]
(e) Give **one** advantage of playing games. [1]
4. (a) What is a monument? [1]
(b) What is a shrine? [1]
(c) Name **one** national shrine in Zimbabwe. [1]
(d) Give **two** examples of monuments in Zimbabwe. [2]
5. (a) Define puberty. [2]
(b) Give **one** physical change in boys at puberty. [1]
(c) List **two** changes in girls at puberty. [2]

Section B

Answer **all** questions in this section.

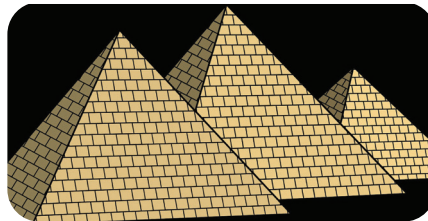
6. (a) Identify **two** places abused children can report acts of sexual abuse. [2]
(b) Tinotenda lives with her parents, grandparents, cousins, nieces and nephews. Which type of family is this? [1]
(c) The diagram below shows the symbol for Judaism. Name the symbol. [1]



- (d) Jews descended from which ancestor? [1]
7. (a) (i) Name the province in which Great Zimbabwe is located. [1]
(ii) Identify **two** examples of shared property. [2]
(b) Give **one** type of citizenship. [1]
(c) State **one** way of keeping the school environment clean. [1]
8. (a) What is a ceremony? [1]
(b) List **two** ceremonies in indigenous society. [2]
(c) State **two** gifts given to a newly born baby in indigenous society. [2]

Section C

Answer **all** questions in this section.



9. (a) Name the type of shelter shown in the picture above. [1]
(b) State the early form of shelter for indigenous people. [1]

Examination Practice 5

Social Science

405/2

Paper 2

Time: 1 hour 30 minutes

Section A

Answer **all** questions in this section.

1. (a) Name **one** sacred place where rituals are held in Indigenous religion. [1]
(b) In Indigenous religion, a drum is played during which **two** ceremonies? [2]
(c) What is the role of ancestral spirits in Indigenous religion? [1]
(d) Give **one** traditional artifact for spirit mediums. [1]
2. (a) What is the symbol for Christianity? [1]
(b) State **one** title of the Supreme Being in Judaism. [1]
(c) The picture below shows a Muslim praying. They pray facing which side? [1]



- (d) How many times do Muslims pray in a day? [1]
- (e) Give **one** key teaching about Christianity. [1]



3. (a) Who built the monument shown above? [1]
 (b) Which type of rock was used to built the Great Zimbabwe? [1]

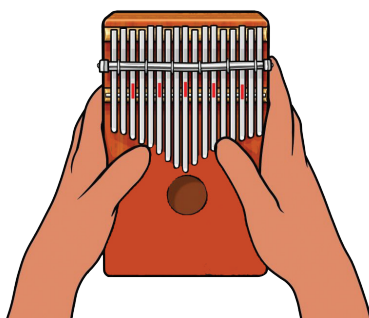


- (c) The heritage site shown above is found in which town? [1]
 (d) Before colonisation, what was the function of the caves, during raids. [1]
 (e) Give the other name for Dhlodhlo Monument. [1]
4. (a) Name **two** indigenous hunting tools that were used in Zimbabwe. [2]
 (b) Identify **two** materials which were used to make indigenous hunting tools. [2]
 (c) An indigenous ceremony which is done after the death of a family member is _____. [1]
5. (a) Define violence. [1]
 (b) Give **one** gender role for women. [1]
 (c) Name **one** source of information about gender and sex. [1]
 (d) State **one** action taken to prevent and manage violence. [1]
 (e) Explain the difference between gender and sex. [1]

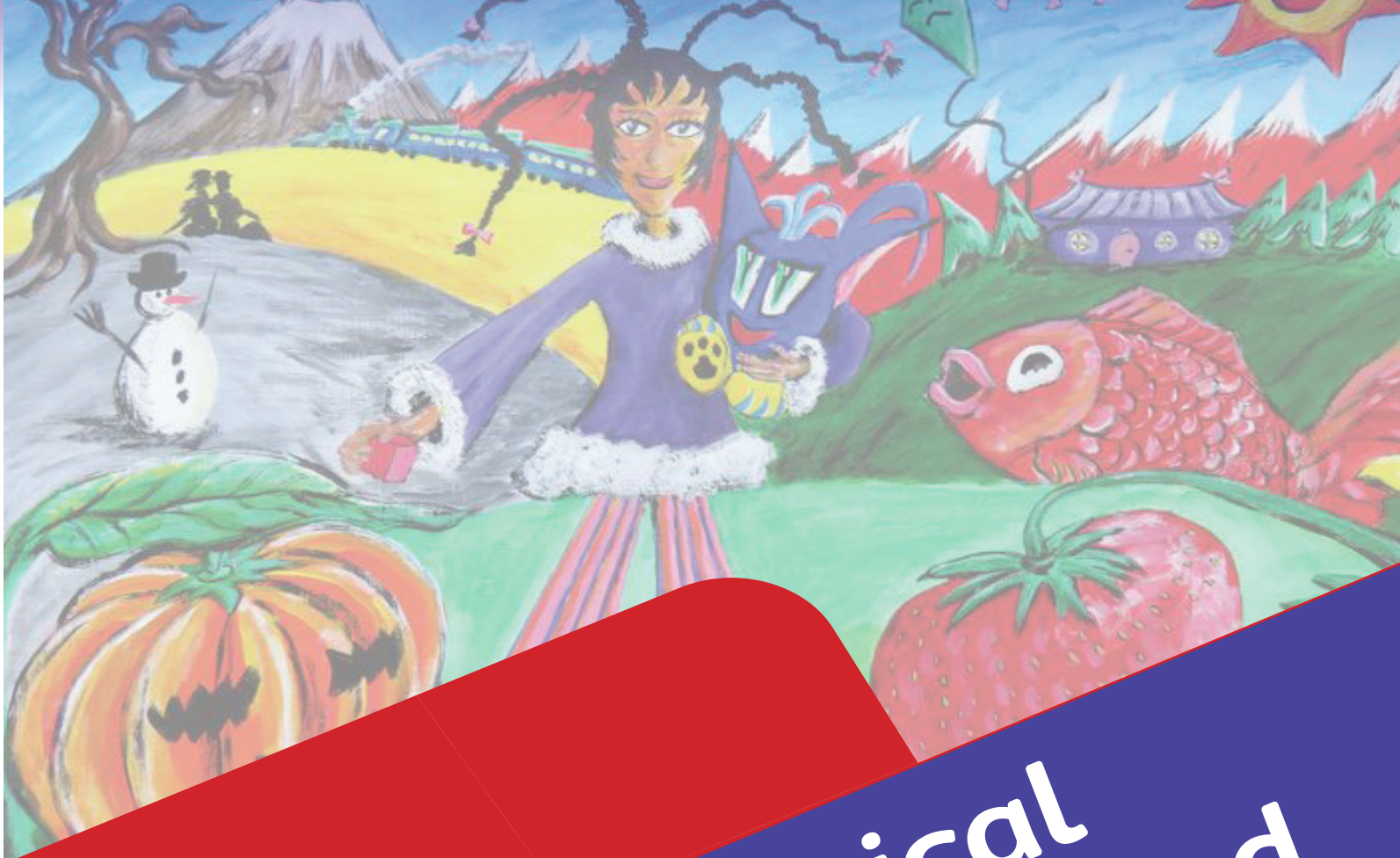
Section B

Answer **all** questions in this section.

6. (a) Which dance is associated with the rain asking ceremony in Indigenous religion? [1]
- (b) The following is an artefact found in Indigenous religion.



- (i) Name the artefact above. [1]
- (ii) The artefact is used _____. [1]
- (c) The Christian Holy book is called _____. [1]
- (d) Which section of the Christian Holy book contains the ten commandments? [1]
7. (a) State **one** occasion where families support each other in the community. [1]
- (b) (i) Give **one** way of managing homework. [1]
- (ii) State **one** way of preparing for examinations. [1]
- (c) Mention **one** of the children's rights. [1]
- (d) Identify a form of abuse which involves shouting at one another or scolding. [1]
8. (a) State **one** way in which Islam helps to reduce the spread of HIV and AIDS. [1]
- (b) Name **one** health habit. [1]
- (c) Explain how Islam encourages good health habits. [1]
- (d) Name **one** artefact found in Islam. [1]
- (e) Define hijab. [1]



Physical Education and Arts

Development Editor: Ray Kanyosola

Authors: Musawenkosi Ndlovu and Sithokozile Zvavamwe

Topic 1

Human body

Unit 1: Organs of the body

Objectives

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

- *classify external and internal body parts.*
- *outline the functions of external and internal body parts.*

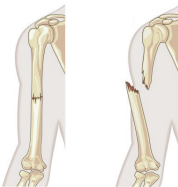



Important insights

- There are different body parts that makes up the human body. The human body is made up of internal and external organs.
- The organs of the body work together for the body to function well. The body has internal and external body parts.
- External organs are organs which are found outside the body and can be seen with our naked eyes and touched with our hands.

External body parts

External body parts are organs of our bodies like eyes, ears, nose, tongue and skin. We can see these organs. These external body parts are our sense organs because they are connected to the five major sense organs. Sense organs are important parts of our body because they tell us about our surroundings.

- In sports arenas, if you are not playing, you are not allowed to enter the field of play.
- Always report injuries and illnesses.
- We should not participate in physical activities when we are sick. We should report any illness or accident that occur during physical activities.
- Administer first aid to the injured.

Type of injury	Cause	Treatment
Fracture  Broken bone	Direct impact and falls.	Apply ice to reduce swelling. Use a splint to reduce movement. Rush the injured to the hospital.
Dislocation  A joint moves out of place	Falls and impact.	Support the injured arm using a sling. Hospital treatment.
Sprain  Muscle or ligament tears	Direct or indirect injury.	Apply ice or ice packs.
Bruise  Blood clots under the skin	Bleeding under the skin.	Apply ice for 10 to 20 minutes.

Precautions

- Do not push people while walking as this can lead to one sustaining injuries.
- Always handle apparatus with care and put away those that are not in use.
- Do not use equipment without permission.
- Always abide by the school rules.
- When doing sports or exercise, it is important to warm up before you begin and to cool down afterwards.

Importance of warm up

- Warm up improves flexibility.
- Reduces chances of getting injuries.
- Improves your performance.
- Prepares the body for more difficult activities.



Athletes warming up

Importance of cool down

- Prevents injuries.
- Reduces stress on the heart and muscles.
- Helps reduce fainting and dizziness after the physical activity.



A girl cooling down

Unit 8: Throwing

Objectives

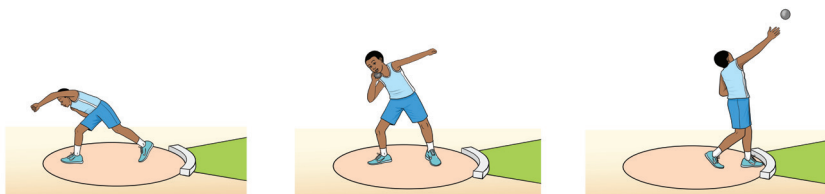
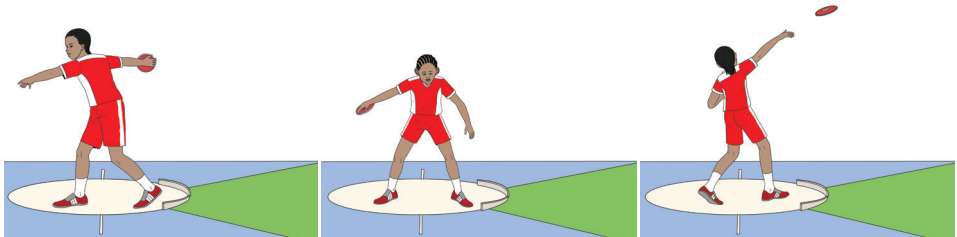
By the end of this unit, you should be able to:

- *execute accurate rotational throws.*
- *handle the javelin correctly.*
- *throw for distance and accuracy.*
- *throw the javelin over a barrier within the marked area.*

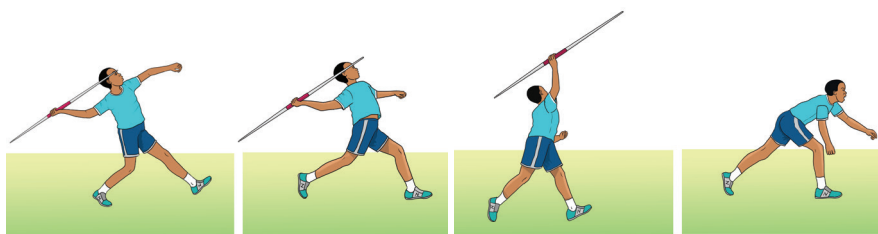
Important insights

- Throwing is to send an object with force through the air by a movement of the arm and hand. In athletics, throwing events are called field events.
- Throwing is the act of sending an object from point A to point B using hands.
- It can be done with one or both hands.
- Throwing activities in athletics involve the throwing of implements of varying weight and shape as far as possible from the thrower.

Examples of throwing activities include the following:

Throw	Illustration
Shot put	
Discus	

Javelin



The following are steps that are followed when executing a throw:

- Stand straight and upright, facing your target.
- If using the right hand, turn sideways and have your left leg in front of the target.
- Ensure that your feet are shoulder wide apart.
- Lift your non-throwing arm to point at your target and lift your throwing hand so the ball is behind your ear.
- Release the ball and let your body follow through in the direction you threw the ball.
- Grip and stance is important when executing a throw.

Unit 16: Outdoor activities

Objectives

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

- *ascend and descend various gradients.*
- *identify equipment used when climbing mountains.*

Important insights

- Adventure games are done outdoors in the natural environment. They involve camping outdoors and can take days to complete.

Camping

- This involves going outdoors and setting up tents as shelter.
- Safety is important when going camping.
- Campers need cooler boxes to keep perishable food fresh.
- Campers need to have refreshments and light sources.
- When pitching a tent, make sure that the poles are attached to the tent.



Setting up a tent during camping

Unit 20: Choreography

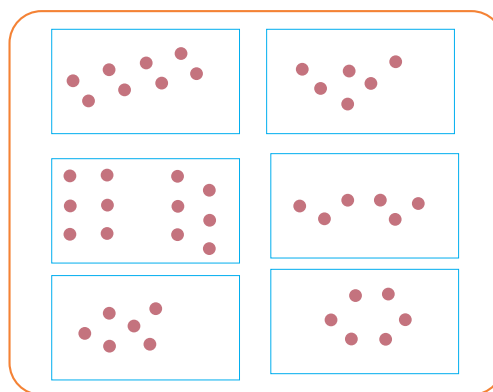
Objective

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

- *perform routines depicting play and sport.*

Important insights

- Choreography can be viewed as a sequence of combined physical exercises.
- It involves aerobic movements like marching, bending and twisting the body.
- Choreography movements can be related to sports and gymnastics.
- Gymnastic movements such as forward roll, backward roll and cartwheel bring out the aspect of the sport.
- Choreographed sporting actions are important in Mass Displays and arena acts as they make one achieve aerobic exercise by moving and jumping.



A choreography dance formation

- The physical exercises in choreography are done as guided by rhythm and apparatus.
- Rhythm provides the speed at which the exercises are done.
- The use of apparatus in physical activity is varied.
- Apparatus are used as an aid to perform the exercises.

Topic 13

Creative process and performance

Unit 26: Music

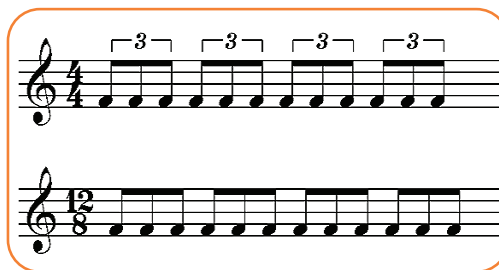
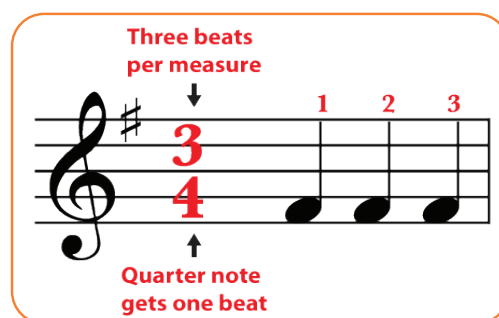
Objectives

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

- *compose songs for different occasions.*
- *play musical instruments.*
- *explain different time signatures.*

Important insights

- Music can be performed at various occasions such as weddings, funerals, parties and games.
- The creation of music involves the use of music notes and time signatures.
- Musical notes are arranged to produce music.
- Classification is the grouping of notes.
- The shortest distance between any given note is called a semitone.
- A dotted note is called a compound note.
- When creating music melody, it is referred to as a musical sequence of notes that are organised in a song.
- Melody is a musical sequence of notes that are organised.



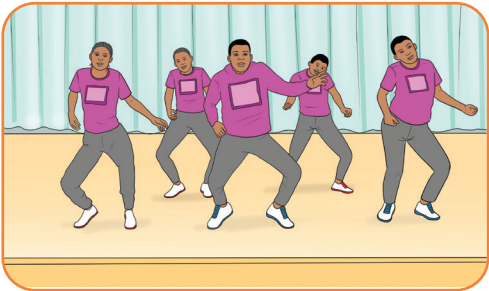


Time signatures

- *perform through dancing and miming contemporary music and dance linked to Zimbabwe.*
- *identify skills involved in solo, duet and ensemble dance.*

Important insights

- Music and dance play an important role in defining culture. The value of music and dance can be for religious purposes, social purposes, ceremonial purposes or as a form of employment.
- Dance can be performed in different acts as follows.

Dance act	Illustration
Solo Involves one dancer performing a dance.	
Duet Involve two dancers performing.	
Ensemble Involves three or more dancers performing.	

- Following is a skill used by dancers performing an ensemble act.
- A stance is also known as a posture in dance.
- Posture is the position of the body during a performance.

Some of the careers in theatre are:

- (a) **Set designer** – the one who designs the appearance of the stage scenes.
- (b) **Theatre director** – brings out the themes for the act. He or she is responsible for the creativity of the show.
- (c) **Actor or Actress** – plays a character on stage.
- (d) **Producer** – makes sure the theatre show makes money.
- (e) **Costume designer** – makes costumes for performers.



A costume designer

- (f) **Scriptwriter** – the one who writes the script of the act.
 - Commissioned work is performed for a paying audience.
 - The National Arts Council of Zimbabwe (NACZ) markets theatrical productions at exhibitions and festivals.

The following are arts festivals done in Zimbabwe.

Exhibition/Festival	Activities done
Shoko festival	Poetry.
Harare International Film Festival	Films.
Zimbabwe Fashion Week	Fashion designs showcase.
Harare International Festival of Art (HIFA)	Music, theatre, visual arts and dance.

Examination practice 1

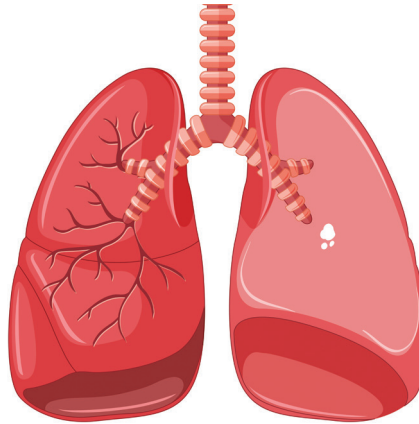
Physical Education and Arts 405/1

Paper 1

Time: 1 hour 30 minutes

Answer all questions

1. What is the name of the internal body part shown below?



- A.** Kidney **B.** Heart **C.** Lungs **D.** Stomach
2. An example of an external respiratory organ is _____.
A. nose **B.** tongue **C.** spinal cord **D.** kidney
3. Which of the following is an internal organ?
A. Foot **B.** Liver **C.** Ear **D.** Nose
4. Too much fat in our diet can cause _____.
A. lung **B.** obesity **C.** injuries **D.** measles
5. The other name for trachea is _____.
A. windpipe
B. head
C. small intestines
D. lungs
6. What is digestion?
A. Transportation of food **B.** Absorption of food
C. Breaking down of food **D.** Storage of food
7. Where does digestion start from?
A. Stomach **B.** Small intestines
C. Mouth **D.** Large intestines

- 17.** What is the use of stage lights in theatre?
- A.** To make the stage visible
 - B.** To make actors light in colour
 - C.** To create the desired mood
 - D.** To make the audience visible
- 18.** A _____ is the arrangement of movement patterns in dance.
- A.** movement
 - B.** sequence
 - C.** rondo
 - D.** dance
- 19.** The highness or lowness of a sound is called _____.
- A.** rhythm
 - B.** pitch
 - C.** melody
 - D.** tune
- 20.** Mixing of primary colours can produce _____ colours.
- A.** three
 - B.** secondary
 - C.** tertiary
 - D.** tint

Examination Practice 2

Physical Education and Arts 405/1

Paper 1

Time: 1 hour 30 minutes

Answer all questions.

1. Which living style is not healthy?
 - A. Eating junk food
 - B. Good rest and sleep
 - C. A stable mental state
 - D. A balanced diet
2. Name the nutrients which help to keep our teeth and bones strong.
 - A. proteins and carbohydrates
 - B. calcium and vitamin D
 - C. minerals and fats
 - D. vitamin A and fats
3. Which one is a common bone injury?
 - A. Bruises
 - B. Fractures
 - C. Cramps
 - D. Sprain
4. Identify the type of injury shown below.



- A. Knee cap
 - B. Sprain
 - C. Endurance
 - D. Fracture
5. How do we minimise the movement of a fractured leg?
 - A. By taking the injured person to the hospital
 - B. By carrying the injured person
 - C. By taking care of the fracture
 - D. By taking care of the injured part using a splint

6. What is safety?
- A. Proper care of apparatus
 - B. To be able to perform first aid procedures
 - C. Being protected from getting any injuries
 - D. Free from falling
7. Which of the following is a common cause of injury in sporting activities?
- A. Drug use
 - B. Direct impact
 - C. Handshake
 - D. Celebrating
8. What is the first aid procedure for sprains?
- A. Lower the injured part
 - B. Wrap hardly with a bandage
 - C. Apply ice or a cold pack
 - D. Use the injured part
9. The other term for pulse is _____.
- A. heartbeat
 - B. respiration
 - C. breathing
 - D. inhalation
10. _____ is important when storing apparatus.
- A. Labelling
 - B. Working
 - C. Maintaining
 - D. Replacing
11. Name the instrument shown below.



- A. guitar
- B. kongonya
- C. mbira
- D. hosho

EXAMINATION PRACTICE 2

Physical Education and Arts 405/1

Paper 2

Time: 1 hour 30 minutes

Answer all questions.

1. (a) _____ is the clear audibility of a voice in theatre.
(Voice projection / Rhythm) [1]
 - (b) A modern art technology tool is _____. (eraser / reeds) [1]
 - (c) Which effects are used to intensify a gesture in theatre?
(Light / Sound) [1]
 - (d) Another word for a view in dance is _____. [1]
 - (e) An idea embedded in a theatrical play is known as a _____ [1]
2. (a) _____ is a music software used to compose and edit songs.
(Sibelius / Photoshop) [1]
 - (b) One who makes sculptures is known as a _____.
(sculptor / illustrator) [1]
 - (c) One who writes a play in theatre is a _____.
(manager / playwright) [1]
 - (d) Name **one** device that is used to store music. [1]
 - (e) The picture below shows a _____. [1]



3. (a) _____ are rules used to control the ways physical activities are done. (Regulations / Laws) [1]

(e) What do we call the platform where mass display performances are done? [1]

3. (a) The process of renewing or restoring an old artwork is called _____. **(repainting / regeneration)** [1]



(b) Name the storage device shown above. [1]

(c) Acceptable behaviour in theatre is known as _____. [1]



(d) The picture above shows _____. **(an illustrator / a painter)** [1]



(e) The safety equipment above is known as an _____. [1]

SOCIAL SCIENCE EXAMINATION PRACTICE PAPER 2

ANSWERS

Examination Practice 1 Paper 2 Answers

Section A

1. (a) Father
(b) A family with a husband with two or more wives
(c) Families
(d) birthdays/ weddings/ funerals/ *kurova guva/umbuyiso*
2. (a) provide food/ paying bills/ paying school fees
(b) Saturday
(c) Aunt
(d) Chalice
(e) Christianity
3. (a) looking after the family/ taking care of the family/ paying school fees/ protecting the family/ provision of shelter
(b) looking after their possessions/ washing their clothes and uniforms/ helping with the household chores
(c) a family made up of a husband, two or more wives and their children
(d) taking care of their possessions/ helping their siblings/ helping their parents with some household chores/ participating in voluntary cleaning
4. (a) promoting peace/ working together
(b) every person has a totem/ they represent a clan's unique character and spirit/ they serve as a reminder of beliefs, values, customs and identity of the people
(c) patriach
(d) death disagreements/ conflicts
(e) violence/ harsh words
5. (a) the relationship between community members
(b) friendship/ marriage
(c) personality/ interests/ preferences
(d) communication/ helping each other

Examination practice 1 answers

1. (a) alone
(b) ensemble
(c) choreographer
(d) clarks/ borrodale/ agogo
(e) piracy/ bullying
2. (a) compose
(b) spot
(c) voice recorder
(d) 3D printer
(e) sculpturing
3. (a) composer
(b) actor
(c) an adjudicator
(d) director
(e) costume designer

Examination practice 2 answers

1. (a) Voice projection
(b) eraser
(c) Sound
(d) scene
(e) theme
2. (a) Sibelius
(b) sculptor
(c) playwright
(d) USB/ disc
(e) makeup artist
3. (a) Regulations
(b) bout
(c) rear
(d) – to avoid injuries
– increases body temperature

- improves performance
- improves flexibility
- prepares for more difficult activities

(e) fracture

Examination practice 3 answers

1. (a) audience
(b) ensemble
(c) plug-ins
(d) CorelDraw/Adobe Illustrator
(e) adjudication
2. (a) puppet
(b) sound
(c) work
(d) retrograde
(e) beads
3. (a) brain
(b) joint
(c) – eating healthy foods
– drinking lots of water
– including fruits and vegetables in everyday meals
– exercising regularly
– having enough time to sleep and rest
– participating in physical activities
(d) obesity
(e) mountain climbing