

*Plus One | Serious Revision*

# Social Science

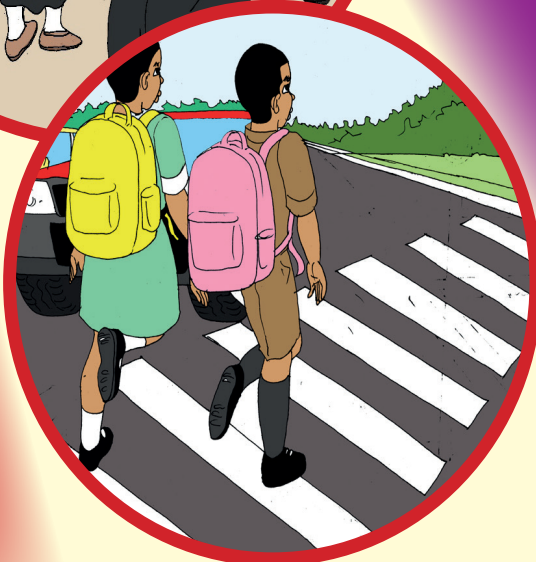


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**Grade**

**5**

**Revision  
Guide**



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**New Curriculum  
With  
Answers**

*Plus One | Serious Revision*

# SOCIAL SCIENCE

## Grade 5 Revision Guide

(with answers)

Lameck Matandaware      Ndlovu Matilda

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# 1. FAMILY, RELIGION AND MORAL EDUCATION SECTION

## TOPIC 1: FAMILY

### UNIT 1: CONCEPT OF THE FAMILY

#### Family origin

- A family is a group of related people.
- All religions believe that family originated from the Supreme Being.
- The Supreme Being created the first family which multiplied into different families.

#### Family types and relationships

##### Types of families

- There are different types of families which include nuclear family, child headed family, one parent family and many others.
- A nuclear family is made up of a father, mother and children.
- Child headed family is made up of children only. One of the children leads the family, especially the eldest. It is usually a result of the death of parents. There are also factors like the migration of parents in search of employment and many others.
- One parent family is whereby a father or mother lives with children. It is usually a result of parents' separation or divorce. Death also contributes to this type of family.

##### Family relationships

- Family members include father, mother, brothers, sisters, aunts, uncles, cousins and grandparents.
- Relationships in families are as follows:

Relationship	Explanation
Parents and children	Parents are mother and father. They can be biological parents – the ones who gave birth to the children or adoptive parents, who legally become parents of children by adoption. Children are the offspring of parents. Biological children are those who were born by the parents, and adopted children are those who are legally made to be children of people who did not give birth to them.
Grandparents	Grandparents are the parents of one's parents. Maternal grandparents are the mother's parents. Paternal grandparents are the father's parents. A grandmother is the parent of one's father or mother, and a grandfather is the parent to one's father or mother.
Grandchildren	These are sons or daughters children
Uncle	Father or mother's brother
Aunt	Mother or father's sister
Nephew	Brother or sister's son
Niece	Brother or sister's daughter
Cousin	Aunt or uncle's son or daughter

## TOPIC 2: RELIGION

### UNIT 5: CONCEPT OF RELIGION

#### Religion in the country

- Zimbabwe is a country that allows freedom of worship. This is why there are many religions in Zimbabwe.
- The religions in Zimbabwe include Christianity, Indigenous Religion, Islam, Judaism, Hinduism and others.

#### Advantages of belonging to a religion

- People are taught moral values which help them to live well in society.
- Religious communities give each other emotional and material support in difficult times.
- Members benefit from counseling services offered by their religious practitioners.
- Through fellowship, people in a religion are protected from isolation and loneliness.
- Religions give people faith and confidence to do great things in life.
- The belief in the love and power of the Supreme Being help people to overcome difficulties.

### UNIT 6: INDIGENOUS RELIGION

#### National ancestors

- National ancestors include Chaminuka Mufemberi, Malandela kaNdaba, Mbuya Nehanda, Sekuru Kaguvi, Thobela and others.
- National ancestors played various roles in the liberation of Zimbabwe. These roles include:
  - inspiring nationalists and liberation war fighters.
  - providing guidance to the fighters.
  - helping with strategies of how to overpower the enemy.
  - helping fighters with traditional medicine.
  - predicting the future as a way of making people aware and prepared.
  - fighters consulted ancestral spirits before going to the war front.

#### Religious ceremonies or festivals in families

- There are many religious ceremonies or festivals done in families.
- Some of the ceremonies done in families are marriage ceremonies. These include the bride price payment ceremony and the ceremony to welcome a new bride into the family.
- There are also ceremonies related to birth. Among the Shona, there is the *kusungira* ceremony which is conducted when a woman is giving birth for the first time. Other indigenous groups practice child naming ceremonies and many others related to birth.
- There are also ceremonies related to death. These are burial ceremony, memorial ceremony (mharadzamusasa) and bringing back ceremony (*kurova guva/umbuyiso*).
- There are also ceremonies to honour ancestors.
- In religious ceremonies or festivals, there are artefacts that are used.
- Religious ceremonial artefacts include:
  - ceremonial spear.
  - wooden plate.

## The need for good use of the environment

- To protect the soil from being eroded so that it continues being productive.
- So that future generations will have natural resources to use.
- To maintain the beauty of our country and earn foreign currency from tourism.
- To prevent desertification.
- So that we continue to breathe clean air which is free of pollution.
- To reduce the pace of climate change and global warming.

## Food laws

Christians interpret food laws differently. Some Christian denominations follow strictly the food laws given in the Old Testament while others believe that with the coming of Jesus every food was made clean.

The following are some of the foods which some Christian denominations believe are prohibited in Christianity:

- Meat from an animal that would have died on its own.
- Fish without scales.
- Food offered to idols.
- Pork

## UNIT 8: JUDAISM

### Historical background

- Judaism originated in the Middle East.
- It was founded by Abraham, the father of the Israelites.
- Abraham was asked by God to leave his people and go to a place he was to be shown, the land of Canaan.
- He settled there and God promised to give the land to his descendants.
- He had a son called Isaac.
- Isaac had two sons, Jacob and Esau.
- Jacob had twelve sons who included Reuben, Judah and Joseph.
- The other sons of Jacob sold Joseph and he was sold again to Egypt.
- Later on, Jacob and his family moved to Egypt when Joseph had become a leader there.
- Later on the Israelites grew in numbers in Egypt.
- When Joseph had died, Israelites became slaves in Egypt.
- Moses was called by God to lead the Israelites out of Egypt.
- He was able to do it after a lot of miracles by God through Moses to convince Pharaoh to release them.
- They spent forty years in the wilderness on their journey to Canaan.
- God gave them laws through Moses.
- The Ten Commandments were given in Mount Sinai.
- Many years later, after they had settled in Canaan, Israelites split into two kingdoms. Ten tribes became known as Israel, and two tribes in the South, Judah and Benjamin, formed the kingdom called Judah.
- Those in the North were invaded and became mixed with foreigners. Those of Judah viewed them as if they were not true Israelites. During the time of Jesus, these people were known as Samaritans, because they lived in a place known as Samaria.
- Those in the South were known as Jews.
- The name Judaism came from the name Judah.



## UNIT 9: ISLAM

### Historical background

- Islam was founded in 610 Common Era (CE) by Prophet Muhammad.
- It was founded in Mecca, in modern-day Saudi Arabia.
- Prophet Muhammad was born in 570 CE in Mecca, now Saudi Arabia.
- His father died before he was born. He was raised by his grandfather and later by his uncle.
- Muhammad worked for his uncle when he was a teenager, and he gained experience in commercial trade as he travelled to many countries.
- In his 20s, he worked for a wealthy merchant woman called Khadija. She was 15 years older than him. The two got married.
- From 610 CE, Muhammad started receiving visions from the angel Gabriel. He received them for the next 22 years.
- These revelations are the basis of the Islamic holy book, the Quran or Koran.
- His message could not be positively received in Mecca. His message was accepted by most people in the lower class.
- In 622, he moved to Yathrib which is now called Medina. This event is called the Hijira.
- The Hijira is viewed as the turning point of Islam.
- In 630 CE, Muhammad and his followers took over Mecca and declared the *Kaaba* the holiest shrine in Islam.
- Muhammad died in 632. He was buried at al-Masjid an-Nabawi (the Mosque of the Prophet) in Medina. The religion had already spread to parts of Europe and Africa.

### Main groups in Islam

- The main groups in Islam are *Sunni* Muslims and *Shi'a* Muslims.
- The *Sunni* Muslims are the larger of the two major branches of Islam.
- *Shi'a* Muslims are the second largest group.
- It is estimated that about 85 percent of the approximately 1.6 billion Muslims around the world are *Sunni*, while 15 per cent are *Shi'a*.
- *Shi'a* represents the majority of the population in Iran, Iraq, Bahrain and Azerbaijan.
- *Sunnis* are the majority in more than 40 other countries.
- The major difference between the two started soon after the death of the prophet Muhammad in A.D. 632. Most followers (*Sunni*) thought that the other elite members of the Islamic community should choose his successor, a smaller group believed only someone from Muhammad's family (his cousin and son-in-law, Ali) should succeed him.
- Those who wanted Ali to succeed Muhammad became known as the followers of Ali, which in Arabic is in *Shiat Ali* or simply *Shi'a*.

### Key teachings

Key teachings in Islam include teachings about Allah and Muhammad.

### Allah

Some Islamic teachings concerning Allah are given as follows.

- There is one true God and His name is Allah.

## 2. HERITAGE AND SOCIAL STUDIES

### TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

#### Types of family

- A family is the basic social unit in a community set up.
- There are different types of families.
- The families include nuclear, monogamous, polygamous, child headed and single parent.
- A nuclear family can be monogamous or polygamous.
- A nuclear family is made up of two adults, husband, wife and their children.
- A polygamous family is made up of a husband, two or more wives and their children.
- A child headed family is made up of children, one of them takes the role of parents and looks after the other siblings.
- A single parent family is made up of one parent and children. This could be a result of a divorce or the death of a spouse.

#### Responsibilities of parent and children

- Parents take care of their children including all household expenses.
- Parents maintain peace in the house.
- Parents teach their children values and pay for their education.
- Parents provide shelter, clothing, food, protection and security to their children.
- Children are responsible for looking after their possessions.
- Children should be able to look after their clothes, uniforms and books.
- Elder children can help the parents take care of the young, clean the house and wash clothes.
- In a child headed family, one child takes the parental roles and provides for the other siblings.

#### Family and surrounding community

Family roles in the community include:

- helping the needy in the community.
- keeping the community safe and clean.
- taking part in volunteer activities.
- working together with members of the community.
- obeying the laws of the land.

#### Institutions in the community

Some of the institutions found in a community are schools, hospitals, clinics, churches, towns or city halls and other government offices.

#### Human migration

Human migration is the movement of people from one place to another.



## TOPIC 8: TRANSPORT AND COMMUNICATION

- Transport is a means of travel or movement from one place to another. It involves public and private movement of people and goods.
- Communication is the act of passing information or messages from one person to another.

### Development of transport and communication

- Early people in Zimbabwe travelled on foot. They carried their goods on heads, backs and shoulders. Later they used backs of animals such as donkeys and horses. After some time, they used sledges or sleighs pulled by animals. This was then followed by the wheel.
- The introduction of the wheel brought in ox-drawn wagons and carts, bicycles and cars. After cars and trains came in air travel.
- In communication, people used smoke or sound of drums as a way of passing different messages. Rising smoke could call people to the chief's court. Beating a drum in a special way could mean the death of someone.
- Blowing a horn was also used for communication.
- At times, a messenger was sent by word of mouth. All this was followed using letters, telephones and telegrams. The use of fax, electronic-mail (e-mail), computers, internet or satellites has come into use.

### Indigenous means of transport

- Indigenous means of transport in Zimbabwe include the use of donkeys, cows and carts. People would use donkeys and cows to carry heavy luggage on their back.
- After some time, the indigenous people designed a cart that was pulled by donkeys and cows. Both people and goods could be carried on the cart. Indigenous transport was much cheaper to use and is still being used in some rural areas in Zimbabwe. However, it was slow and people took days to reach their destination. Travellers sometimes had challenges on their way, for example, wild animals, flooded rivers, robberies and theft.

### Modern means of transport

- The modern means of transport include boats, cars, buses, trains, motor bikes and aeroplanes.
- Modern trains improved the time taken in travelling or transporting goods and people. It is faster than indigenous transport.
- Some modern means of transport take more time to travel depending on the distance and goods to be transported for example, a ship or boat can take months to reach its destination.
- Aeroplanes are very reliable and fast. However, it is expensive to acquire and maintain.

### Indigenous means of communication

Long ago people used to communicate using smoke. They also used to beat drums. The drum was beaten in different ways to communicate different messages. Rock painting was also used to communicate with other people.

### Modern means of communication

- People started using letters, telephones, fax and e-mail. Letters were easily sent to the post office and were carried by cars to the next town or village. A postman would then deliver the letters to the addressee.
- Later on, people started using phones, the fax and e-mails. This improved the efficiency of communication. People can now speak to each other and receive feedback at the same time.

### 3. GUIDANCE AND COUNSELLING AND LIFE SKILLS EDUCATION

#### TOPIC 1: RELATIONSHIPS

##### Understanding relationships at national level

- **Ethnic groups** are social groups of people who identify with each other based on attributes which distinguish them from other groups.
- There are various ethnic groups found in Zimbabwe which include: the Ndebele, Shona, Kalanga, Venda, Xhosa, Nambya, Tonga and Sotho.
- Whites and Asians are minority groups found in Zimbabwe.

##### Challenges affecting different ethnic groups in Zimbabwe

- Equality - there is no equality within the different ethnic groups in Zimbabwe, as they are some languages that dominate others.
- Communication - access to information or distribution to information is done using a few languages which marginalises other ethnic groups.
- Development - places near the big cities or cities are developed yet places like Mbire are underdeveloped.

##### Tolerance and respect at national level

This means accepting and appreciating that something different has a right to exist, whether or not you agree with it.

##### Challenges affecting relationships in a nation

- water shortages
- lack of employment
- unfair distribution of resources
- tribalism
- conflict
- communication

##### Ways of showing tolerance and respect to others

- Practice respect - maintain respect and polite behaviour for people who come from different cultures.
- Take ownership of your feelings - stop blaming others.
- Communicate effectively - speak slowly and clearly.
- Appreciate the differences between people from different ethnic groups.

##### Benefits of belonging to a nation

- Safety and security - they are laws which are to be obeyed by all living in a family. Those who break the law are arrested or get punished.
- Welfare - citizens are guaranteed to live happily by the state. This include good housing, good drinking water energy, proper health and educational facilities.
- Enjoyment of human rights.

## Gender based violence

- Violence is the act of inflicting pain to someone with the intention of hurting them.
- Refers to harmful acts or violation of human rights because of their gender.
- It is violence directed at a person based on his or her sex.

## Forms of violence

- Physical
- Emotional
- Psychological
- Financial
- Sexual

## Ways to prevent violence

- Proper communication - raising awareness on the dangers of violence and educating children on the causes of violence.
- Seeking advice from elders - one should speak about violence at home.
- Going for counselling sessions - victims of violence should go for counselling for them to heal from the trauma.

## How to report violence

- Calling or reporting to Childline Zimbabwe.
- Reporting to the Victim Friendly Unit at a police station.

# TOPIC 4: HUMAN GROWTH AND DEVELOPMENT

## Puberty

It is when a child's body begins to develop and change as they become an adult. it is the first stage at which a person is capable of sexual reproduction.

Change in boys during puberty	Change in girls during puberty
Voice deepens	Breasts develop
Experience wet dreams	Monthly period
Hair starts to grow under armpits	Hips widen
Pubic hair starts to grow on private parts	Hair starts to grow on private parts and under armpits

## Emotional and behavioural changes associated with puberty

- Peer pressure - being influenced by people or friends around you, media and the culture represented by it.
- Sexual feelings - getting attracted to the opposite sex.
- Mood swings - might experience different mood within a short space of time.
- Over sensitive - no longer comfortable to bath or change clothes in-front of anyone.

# GRADE 5 EXAMINATION PRACTICE 1

## SOCIAL SCIENCE

505/1

### PAPER 1

TIME: 1 hour 45 minutes

#### INSTRUCTIONS TO CANDIDATES

- When you are told to start choose **one** correct answer from the suggested answers.
- Answer **all** the questions on the separate answer sheet.

1. Which type of family is made up of mother, father and their children?  
A. child headed      B. nuclear      C. one parent      D. single parent
2. Family traces their origin to  
A. the father.      B. the mother.      C. Supreme Being.      D. religion.
3. What is the name given to a process when a young lady falls pregnant and elope to the man's homestead at night?  
A. kukumbira      B. kuganha      C. musengabere      D. kutizira
4. \_\_\_\_\_ is a process that make individuals learn values, beliefs and norms of society.  
A. Socialisation      B. Emotional      C. Sharing      D. Respect
5. Religion teaches about honesty, sympathy, kindness, purity and  
A. love.      B. norms.      C. ceremonies.      D. power.
6. National ancestors played an important role in the  
A. building of Great Zimbabwe.      B. liberation of Zimbabwe.  
C. fighting.      D. punishment.
7. Who spread Christianity around the world?  
A. disciples      B. God      C. Jesus      D. Holy Spirit
8. Where did the Judaism as a religion originate from?  
A. Middle East      B. Canaan.      C. Egypt      D. Ethiopia
9. The founder of Islam as a religion is  
A. Muhammad.      B. Gabriel.      C. Abraham.      D. Jesus.
10. Muslims fast during the month of  
A. Ramadan.      B. September.      C. Rabi.      D. Zakat.
11. People's behaviour is guided by  
A. morals and values.      B. rules.      C. standards.      D. respect.

26. One example of an institution in the community is a
- A. church.                      B. beer hall.                      C. hotel.                      D. bet house.
27. Which document do you get from the registrar's office?
- A. driver's license                      B. shop licence  
C. birth certificate                      D. immunisation certificate
28. Pull factors of migration
- A. chase people away.                      B. drive people away.  
C. intimidate people.                      D. attract people to an area.
29. Which of the following is a cause of migration?
- A. poor transport                      B. fewer buses  
C. poor living conditions                      D. a good harvest
30. What is human migration?
- A. The movement of goods from one place to another.  
B. The exports we sell to other countries.  
C. The movement of people from one area to another.  
D. The movement of traffic in large numbers.
31. Which one of these is a positive effect of migration?
- A. Increased crime rate.                      B. Brain drain.  
C. Outbreaks of diseases.                      D. New ideas for development are brought.
32. How can rural areas be developed to improve the living standards of people staying there?
- A. Establishing growth points.                      B. Building more beer halls.  
C. Building hotels near all rural areas.                      D. Building airports near rural areas.
33. Which one of the following can be a cause of conflict at home?
- A. Fair treat of children in the home.  
B. Unfair treatment of children in the home.  
C. Transparency on all issues at home.  
D. Fair distribution of resources at home.
34. One way of resolving conflict at school is
- A. reporting any form of conflict learners witness.  
B. bullying each other.  
C. lack of basic needs in the school.  
D. mistreating others in and around the school.
35. Which type of language is used by people with hearing challenges?
- A. English  
B. Nambya  
C. Tswana  
D. Sign language

# GRADE 5 EXAMINATION PRACTICE 1

## SOCIAL SCIENCE

### PAPER 2

505/2

TIME: 1 hour 30 minutes

#### Section A

Answer **all** questions in this section.

1. (a) A family in which the husband is married to one wife is called \_\_\_\_\_. [1]  
(b) Name any other type of family. [1]  
(c) Give **one** family name which comes from a totem. [1]  
(d) State why land is a valuable family possession. [1]  
(e) Name any other family possession. [1]
2. (a) Define self-esteem. [1]  
(b) State why self-esteem is important. [1]  
(c) Suggest **one** way of improving a person's self-esteem. [1]  
(d) State **one** way in which a person's self-esteem can be negatively affected. [1]  
(e) Give **one** way in which a person's drunkenness may affect others. [1]
3. (a) Give **one** responsibility of parents. [1]  
(b) State **one** role of children in a family. [1]  
(c) What is a polygamous family? [1]  
(d) Name **one** duty of children in the community. [1]  
(e) State **one** role of the family in the community. [1]
4. (a) Give **one** institution found in the community. [1]  
(b) Write **one** service offered by churches. [1]  
(c) Define human migration. [1]  
(d) Give **one** reason why people move from one place to the other. [1]  
(e) Give **one** positive effect of migration. [1]
5. (a) Give any example of an ethnic group in Matabeleland. [1]  
(b) State any **one** difference that is common in most ethnic groups. [1]  
(c) State any challenges that affect national relationships. [1]  
(d) List any **one** cause of conflicts. [1]  
(e) Explain **one** way of solving conflicts. [1]



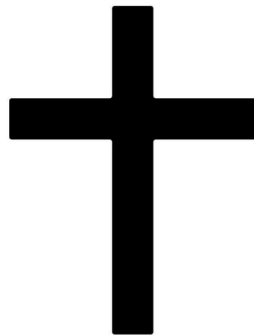
## Section B

Answer any **three** questions in this section.

6. (a) Give the meanings of the following words:
- (i) right [1]
  - (ii) wrong [1]
- (b) Give **one** example of good morals. [1]
- (c) Suggest **one** benefit of good morals. [1]
- (d) State **one** possible effect of bad behaviour. [1]
7. (a) The place of origin for Indigenous religion is \_\_\_\_\_. [1]
- (b) Give **one** name of the Supreme Being in Indigenous religion. [1]
- (c) Name **one** type of dance associated with rain asking ceremony in Indigenous religion. [1]
- (d) The following is an artefact found in Indigenous religion.



- (i) Name the artefact. [1]
  - (ii) The artefact is used \_\_\_\_\_. [1]
8. (a) The Christian holy book is called \_\_\_\_\_. [1]
- (b) The Christian holy book is divided into two main sections. The section of the Christian holy book which is like the Jewish holy book is called \_\_\_\_\_. [1]
- (c) The place of worship for Christians is known as \_\_\_\_\_. [1]
- (d) The following is a Christian symbol.



- (i) Name the symbol. [1]
  - (ii) State the meaning of the symbol. [1]
9. (a) Identify the founder of Judaism. [1]
- (b) The Jewish holy book is known as the \_\_\_\_\_. [1]

(c) Give the reason why Jews do not work on Saturdays.

[1]

(d) The following is a symbol of Judaism.



(i) Name the symbol.

[1]

(ii) State the meaning of the symbol.

[1]

10. (a) Give the name of the Supreme Being in Islam.

[1]

(b) Muslims believe in one God. The belief in one God is called \_\_\_\_\_.

[1]

(c) Give **one** ceremony of the Islamic religion.

[1]

(d) Explain **one** pillar of Islam.

[1]

(e) Name **one** religious artefact in Islam.

[1]

### Section C

Answer **two** questions in this section.

11. (a) Define conflict.

[1]

(b) Give **one** cause of conflict at home or school.

[1]

(c) Suggest **one** way of resolving conflict at home.

[1]

(d) State **one** effect of conflict at school.

[1]

(e) Suggest **one** negative effect of conflict in the community.

[1]

12. (a) Name **one** local language spoken in Zimbabwe.

[1]

(b) Identify **one** cultural practice practised in Zimbabwe.

[1]

(c) Name **one** gathering that brings families together.

[1]

(d) State **one** reason why family gatherings are important.

[1]

(e) Give **one** advantage of knowing many languages.

[1]

13. The picture shows family conflict.



(a) Identify **one** person who mediates in family conflicts.

[1]

# GRADE 5 EXAMINATION PRACTICE 10

## SOCIAL SCIENCE

505/1

### PAPER 1

Time: 1 hour 45 minutes

- When you are told to start choose **one** correct answer from the suggested answers.
- Answer **all** the questions on the separate answer sheet.

1. Religions believe that families originated from
  - A. ancestral spirits.
  - B. the Supreme Being.
  - C. religious leaders.
  - D. grandparents.
2. Ways of marrying which violate human rights are no longer allowed.  
Which way of marrying is illegal?
  - A. Child pledging
  - B. Formal marriage
  - C. Elopement
  - D. Sororate marriage
3. Owen is deaf and dumb. He spends most of his time begging.  
What form of assistance will help him to rely on himself?
  - A. Donation of clothes.
  - B. Provision of training and capital to start a business.
  - C. Provision of transport to the place he begs from.
  - D. Donating food on monthly basis.
4. What is tolerance?
  - A. Accepting people despite differences in opinions or beliefs.
  - B. Allowing people to do whatever they want.
  - C. Forgiving people.
  - D. Bringing people together.
5. Why is it important to socialise with neighbours?
  - A. It makes it easier to know what they are up to.
  - B. It becomes easier to control them.
  - C. It kills loneliness and helps the mind to relax.
  - D. One can easily avoid family members.
6. Empathy is like
  - A. putting yourself into someone's shoes.
  - B. causing a person to feel the same pain as yours.
  - C. causing someone to feel pity.
  - D. making people realize their mistakes.
7. Which of the following national ancestors was a woman?
  - A. Kaguvi
  - B. Malandela kaNdaba
  - C. Chaminuka
  - D. Mbuya Nehanda

# GRADE 5 EXAMINATION PRACTICE 10

## SOCIAL SCIENCE

505/2

### PAPER 2

Time: 1 hour 45 minutes

#### Section A

Answer **all** questions in this section.

1. (a) State **one** problem that is faced by the eldest child in a child headed family. [1]  
(b) Give **one** reason that cause one parent family. [1]  
(c) State **one** difference between child headed family and nuclear family. [1]  
(d) State the reason why totems are important. [1]  
(e) Explain the reason why people of the same totem are not allowed to marry. [1]
2. (a) Give **one** good behaviour that is expected in the community. [1]  
(b) State **one** good behaviour at school. [1]  
(c) Name **one** place where children are taught morals. [1]  
(d) State **one** children's rights. [1]  
(e) Give **one** responsibility for children. [1]
3. (a) Briefly explain what is meant by poverty datum line. [1]  
(b) Name **one** type of poverty. [1]  
(c) BEAM stands for \_\_\_\_\_. [1]  
(d) Explain how poverty leads to dropouts in schools. [1]  
(e) Give **one** voluntary organisation which helps the government to reduce poverty. [1]
4. (a) Suggest **one** way of reducing poverty in a community. [1]  
(b) Give **one** symptom of HIV and AIDS. [1]  
(c) Write **one** way HIV and AIDS is spread. [1]  
(d) Give **one** way of preventing HIV and AIDS. [1]  
(e) OVCs stands for \_\_\_\_\_. [1]
5. (a) Define financial literacy. [1]  
(b) Suggest **one** way of saving money. [1]  
(c) Define the term graffiti. [1]  
(d) Explain **one** way of handling properties. [1]  
(e) Name any role played by financial institutions in various communities. [1]

## EXAMINATION 3

### Section A (Answers)

1. (a) (i) when family members work together in their family activities.  
(ii) wedding  
(b) it reduces the burden of work  
(c) Assisting the needy/taking part in cooperative work/consoling the bereaved families/contributing in development projects  
(d) through religious values such as giving to help the poor.
2. (a) a direct descent from a common ancestor.  
(b) to trace the family line and history  
(c) they are the basis of social identity  
(d) Chido is of the Moyo totem and John is of the Moyo totem. They visited Chido's aunt to prepare for their marriage. The aunt asked about John's totem. When she heard John's totem, she said they cannot marry unless a certain ritual is conducted.  
(i) In the indigenous society, people who share the same surname are not allowed to marry  
(ii) kucheka hukama/ ukuquma ubuhlobo (cutting the ties that bind).
3. (a) Mwari  
(b) royal family/ subjects  
(c) Mzilikazi  
(d) they needed elephant tusks  
(e) Cecil John Rhodes
4. (a) Nyatsimba Mutota  
(b) beads/ cloth/ porcelain/ spices/ salt  
(c) Lobengula  
(d) conducting ceremonies/ collecting and distributing surplus produce/ settling disputes/ disciplining or punishing offenders/ performing ceremonial duties in connection with death/ harvests and other important occasions/ informing people of any new rules or regulations from government  
(e) they paid livestock/ grain or received corporal punishment
5. (a) is how one cares for his or her body  
(b) promotes healthy living  
(c) regular exercising/ having a balanced diet/ adequate sleep/ drinking water/ maintaining a healthy weight/ zero consumption of drugs that are hazardous to one's health such as alcohol  
(d) recycling/ reduced land pollution/ reduced use of inorganic chemicals  
(e) sickness/ malnutrition/ obesity

### Section B (Answers)

6. (a) (i) Sekuru Kaguvi  
(ii) Mbuya Nehanda  
(b) could foretell the movement of the opponent  
(c) (i) It is an act or gesture of gratitude towards God.  
(ii) after harvest
7. (a) Bethlehem  
(b) a person established in the love of God by divine promise.  
(c) A parable is a biblical story which teaches moral lessons/ it is an earthly story with a heavenly meaning.