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Grade

6

**Revision
Guide**



**James Munyanyi
Lameck Matandaware
Locadia Bhukuvhani**

**New Curriculum
With
Answers**

Plus One | Serious Revision

SOCIAL SCIENCE

Grade 6 Revision Guide

(with answers)

James Munyanyi

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Locadia Bhukuvhani

 **SECONDARY
BOOK PRESS**
Anchors of the schools curricula

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1. FAMILY, RELIGION AND MORAL EDUCATION SECTION

TOPIC 1: FAMILY

UNIT 1: FAMILY RELATIONSHIPS

- A family is made up of two or more people who are related. Usually, they share goals and values and have long-term commitments to one another although they may reside in the same dwelling or building or in a separate town or country.
- There are some relations that form one's extended family.
- An uncle is the brother of one's parent. Your mother's brother is your uncle as well as your father's brother.
- An aunt is the sister of one's parent. Your mother's sister is your aunt as well as your father's sister
- A cousin is a child of a person's uncle or aunt.
- A niece is a daughter of one's sibling. The term sibling refers to one's brother or sister or one who shares a parent with you. A nephew is a son of one's sibling.

UNIT 2: FAMILY DYNAMICS

Family dynamics

These are changes that happen in a family. Some dynamics change the family structure, some family life style and location while others can even destroy the family support structures.

The causes of family dynamics

- | | | |
|-------------------------------|---------------------|------------|
| • Death | • Job loss | • Poverty |
| • Divorce | • Job opportunities | • Adultery |
| • Family disputes | • Imprisonment | • Incest |
| • Introduction of new members | • Mental illnesses | |
| | • Chronic diseases | |

Effects of family dynamics

- | | | |
|--------------------------|--------------------------|--------------------------------------|
| • Stress | • Orphans | • Divorce |
| • Depression | • Child-headed families | • Conflicts |
| • Drug abuse | • Single parent families | • Hatred |
| • Alcohol abuse | • Suicide | • Illegal settling or squatter camps |
| • Street kids | • Child abuse | |
| • Dropping out of school | • Child marriages | |

UNIT 3: LINEAGES AND TOTEMS

- A lineage is a line of descents. It tracks back one's ancestors. One can make use of a family tree to trace one's descendants. It can be patrilineal (on the father's side) or matrilineal (mother's side).
- Paternal relations are relations through the father's side and maternal relations are relations through the mother's side.

- Copota School for the Blind in the Zimuto area of Masvingo was established by the Reformed Church of Zimbabwe (RCZ).
- RCZ also runs the Henry Murray Mission in Mogenster Masvingo for the speech and hearing impaired, such as the deaf and the dumb.
- ZIMCARE Trust is a non-governmental organization that cares for the mentally challenged.
- Jairos Jiri also established Jairos Jiri Association in 1950 to train life skills to the disadvantaged and those living with disability so that they work for themselves.
- Mutemwa Leprosy and Care Centre in Mutoko offers physical and medical care to leprosy patients.
- Christian Care was formed in 1967 by Zimbabwe Council of Churches to help the poor, the ill and for relief services.
- Catholic Relief Services (CRS) was invited to Zimbabwe in 1989 by the Zimbabwe Catholic Bishops Conference of the Roman Catholic Church. It offers education, opportunities, clean water, sanitation, income generating projects, peace building, nutritional support and emotional support.

UNIT 8: RELATIONSHIP MANAGEMENT

- A relationship involves two or more parties that will be relating in one way or another, on a daily bases, on one situation or circumstance or on different situations.
- It is a way in which two or more people are connected.
- As people relate to each other, they respond and react in ways that form emotions.
- Various people are bound to think differently.
- Tolerance prevents disagreements and conflicts in relationships.

All religions take forgiveness as a very important aspect in relationship management. Relationship management is the ability to maintain a relationship. Forgiveness guarantees the survival of relationships.

Religious ways of managing relationships

- | | |
|----------------------------------|----------------------------|
| • Tolerance | • Honest |
| • Forgiveness and reconciliation | • Respecting others |
| • Love | • Understanding each other |
| • Selflessness | • Listening to others |
| • Faithfulness | • Humility |
| • Trust | • Being kind |

UNIT 9: BUILDING RELIGIOUS RELATIONSHIPS

Ways of building religious relationships

- Sharing of possessions.
- Sharing responsibilities.
- Sharing religious beliefs.
- Love - the feeling which is the foundation of all relationships.
- Forgiveness - the act of accepting an apology from someone who has done you wrong.
- Reconciliation - is re-establishment and revival of friendly relations that would have broken.

- listing the possible results or effects of each choice (advantages and disadvantages).
- making a decision on the best choice to use.
- evaluation or judgement of the choice taken.

What to consider in decision-making

- Check if there is a real need to make a decision.
- List all the possible choices or options which you have.
- List the possible results of each choice or option.
- Decide the best from all possible choices.
- Identify the best decision to be taken.

TOPIC 2: RELIGION

UNIT 11: Religions in Zimbabwe

- Religions exist because of the need to believe and worship the Supreme Being. They differ not only in names but also in practitioners, teachings, festivals, ceremonies, rituals, rites and practices.
- Zimbabwe has a lot of religions which include; Indigenous Religion, Christianity, Judaism, Islam, Buddhism, Hinduism and the Bahai Faith, but the major ones are the first four.

INDIGENOUS RELIGION

UNIT 12: DEVELOPMENT OF INDIGENOUS RELIGION IN ZIMBABWE

- When the colonialists took over the country, they used missionaries to establish churches, hospitals and schools. These were preaching Christianity against the Indigenous religion of the country which was viewed as evil and unclean.
- All the indigenous practices were considered to be witchcraft. The whites took over the land which included religious shrines and sacred places of worship and banned the indigenous people from accessing their holy places. Blacks were resettled on unfertile soils in areas which were called reserves.
- They set up laws to suppress the indigenous religion such as the Witchcraft Suppression Act.
- The witchcraft Suppression Act was passed in 1899 by the white settlers to downplay the indigenous culture and tradition. The law banned most of the Indigenous practices as well as the use of herbs and the playing of indigenous instruments.
- Indigenous instruments which were banned through the Witchcraft Suppression Act included; drums, shakers and leg rattles.

UNIT 13: KEY TEACHINGS

Concept of eternity in Indigenous Religion

- The indigenous people believe in life after death.
- The dead are considered as the living dead and they become the ancestral spirits through whom they talk to the Supreme Being. They are the ones who are believed to be protecting their families.
- The Shona believe in symbols of eternity such as the Ndoro spiral. It is like a snake.
- The Ndoro spiral is a symbol for wealth and status in the indigenous culture.

National guardians

- National guardians are ancestral spirits that operate at national level. The duties of the national guardians are to protect the land.
- They inspired the indigenous people to fight the whites who had colonized the land.
- National guardians of the war of liberation/Chimurenga include Mbuya Nehanda, Sekuru Kaguvi, Chaminuka, Mukwati and others.

Sacred places in Zimbabwe

- These are places that are holy, godly and well respected by the indigenous people.
- Ancestral spirits are usually found at such places and main religious festivals are also held at such places.
- There are specific marked rules and regulations that must be followed when people are in each sacred place.
- Each and every sacred place has its own roles.
- In indigenous religion, the sacred places include mountains, caves, shrines, trees and forests.
- Sacred mountains include, Nyangani Mountains and sacred caves, include the Chinhoyi caves, where there is a pool known as Chirorodziva.
- Sacred shrines include; the national rainmaking shrine called Njelele Shrine in Matopos. It is also known as Matonjeni or Mabweadziva.
- Sacred trees include Muhacha, Muwonde and Mutovhoti.

UNIT 14: RELIGIOUS CEREMONIES/FESTIVALS IN THE COMMUNITY

Rainmaking ceremony (Mukwerera/ Mutoro/ Umtolo)

- This is done just before the rain season mainly to ask for abundant rains and harvests.
- The chiefs and headman send messengers to the national rainmaking shrine called Njelele in Matopos with sacrificial gifts to Mwari.
- Spirit mediums mediate between the ancestral spirits and the people.
- The rainmaking ceremony is also done at Domboshava Caves.
- The indigenous people believe that drought is a punishment from Mwari when they anger Him through wrong behaviour.
- Local communities also hold their own rainmaking ceremonies in their respective areas.

Cleansing ceremony

- This is held when bad things have happened in the community such as murder or natural disaster.
- It is held a year after the bad incident and it is done to cleanse the place.
- If the place of the bad incident is not cleansed, a lot of problems can be experienced in the community and on that spot such as meeting the ghosts of the victims, drought and experiencing unnatural things on that place.
- After the death of many people due to Cyclone Idai, the chiefs of Chimanemani and Chipinge organised a Cyclone Idai cleansing ceremony at Machongwe with the guidance of the local spirit mediums.
- The ceremony was to cleanse the area and to make sure that the disaster will not happen in that area again.

UNIT 16: RELIGIOUS PRACTITIONERS AND THEIR ROLES

Practitioner	Role of the practitioner
Spirit mediums	<ul style="list-style-type: none">• mediators between the living and the Supreme Being.• they communicate requests and messages to and from the Supreme Being.• they also lead in ceremonies and festivals.
Traditional healers	<ul style="list-style-type: none">• are gifted in healing.• they specialise in traditional medicine and herbs.• they inquire the cause of sickness/death.
Midwives	<ul style="list-style-type: none">• assist pregnant woman to give birth safely.
Headman	<ul style="list-style-type: none">• is nominated by the chief.• assists the chief.• helps the police reduce crime.• encourages people to pay taxes.• settles new inhabitants in their wards.

UNIT 17: INDIGENOUS RELIGION AND THE ENVIRONMENT

- Indigenous religion protects both the flora and the fauna which refer to the vegetation and wildlife respectively.
- The totem system helps indigenous people to protect both the animals and the environment.
- It provides balance to nature since people do not eat their totem, yet they are of different totems.
- Totem animals are preserved in that way since the number of people hunting one particular animal is greatly reduced.
- Other special animals like the pangolin and the leopard are reserved for the most important people of the community, such as the chief and traditional healers.
- Some forests, mountains and other sacred places are protected by being sacred, people are afraid of tempering with them.
- Taboos also help in conserving nature because breaking a taboo provokes or angers ancestral spirits, a development which invites severe punishment.
- A taboo refers to statements that forbid certain forms of behaviour in people.
- Examples of taboos include the eating of one's totem, urinating in a river, fetching water with a sooty black pot, the cutting down of Muhacha trees, the use of Muzhanje, Mutamba, Mtohwe or Munhengeni for firewood or poles the killing of a python, and the killing a praying mantis.
- The cutting down of certain types of trees is considered a taboo, like Muhacha tree and the harvesting of wild fruits.
- Any taboo is met with a punishment of disappearance in the forests or payment of a fine to the chief which is usually in the form of livestock.

Eternal life

- Eternal life means, life which is without an end.
- After resurrection everyone will appear before God to be judged and they will be judged according to their thoughts, words, deeds and the desires of their hearts.
- After judgement, those found to be righteous will inherit heaven or paradise and have eternal life but the unrighteous will be sent to hell and suffer eternal death.
- The saints will be with the Lord in heaven, where there will be everlasting peace and joy.
- Sinners will be cast into an eternal lake of fire called hell, where they will suffer forever and that is everlasting punishment.

UNIT 20: RELIGIOUS PRACTITIONERS AND THEIR ROLES

Practitioner	Role of the practitioner
Pope	<ul style="list-style-type: none">• leads the Roman Catholic church, world wide.• unifies the church.• prays for people.• preaches.
Pastor	<ul style="list-style-type: none">• conducts services in church.• prays for the sick.• offers counseling services.• officiates at funerals and weddings.
Evangelist	<ul style="list-style-type: none">• preaches the word of God.• prays for the sick.
Prophet	<ul style="list-style-type: none">• preaches and teaches.• heals the sick.• prophesies and performs miracles.• foretells future events and warns the nation or community.• intercedes for the people.
Apostle	<ul style="list-style-type: none">• preaches and teaches the Word of God.• establishes new churches.• heals the sick.
Bishop	<ul style="list-style-type: none">• runs the church.• preaches and teaches the Word of God.• buries the dead.• marries people at weddings.
Priest	<ul style="list-style-type: none">• teaches the word of God.• prays for people.• officiates at ceremonies and festivals.
Nun	<ul style="list-style-type: none">• is a woman celibate.• helps in the services of God.

UNIT 21: CHRISTIAN WORSHIP AND THE EARLY CHURCH

The Christian worship

- Unlike the early church, Christianity nowadays comprises of several different denominations.

Effects of Christian activities on the environment

Some Christian activities have negative or bad effects to the environment such as:

- cutting down trees for firewood to use at church conferences and for making staffs.
- cutting off tree branches, especially of palm trees on Palm Sunday.
- using the bush as a toilet, especially those denominations that hold their church services outside, under trees in the forest.
- improper disposal of waste during church gatherings.

JUDAISM

UNIT 23: KEY TEACHINGS

Monotheism

- Monotheism refers to the belief in the existence of one God.
- Jews believe in one God who they call with several names such as Yahweh, El Shadai, Adonai, El Hai.
- They do not believe in the trinity.

The Ten Commandments (Exodus 20:3-17)

- The term refers to a set of commandments which were given to Moses by God on Mount Sinai for the Israelites.
- The Ten Commandments are also called the Decalogue.
- They were written on stone tablets.
- They are there to guide the life and behaviour of every Jew.

List of the Ten Commandments

Number	Commandment
First	I am the Lord your God, who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before me.
Second	You shall not make for yourself a graven image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water, under the earth; you shall not bow down to them or serve them; for I the Lord your God am a jealous God, visiting the iniquity of the fathers upon the children to the third and the fourth generation of those who hate me, but showing steadfast love to thousands of those who love me and keep my commandments.
Third	You shall not take the name of the Lord your God in vain; for the Lord will not hold him guiltless who takes his name in vain.
Fourth	Remember the Sabbath day, to keep it holy. Six days you shall labour, and do all your work; but the seventh day is a Sabbath to the Lord your God; in it you shall not do any work, you, or your son, or your daughter, your manservant, or your maidservant, or your cattle, or the sojourner who is within your gates; for in six days the Lord made heaven and earth, the sea, and all that is in them, and rested the seventh day; therefore the Lord blessed the Sabbath day and hallowed it.
Fifth	Honour your father and your mother, that your days may be long in the land which the Lord your God gives you.

Positive impact of technology to religion

- Improves fast communication between members of a religion.
- Enables religions to spread their religious teachings and moral values via the internet, social media, print media.
- Provides a cheap way of spreading religious messages.
- Allows religious leaders to do virtual meetings which are cheaper as compared to travelling for meetings.
- Enables religions to get quick feedback from its members.
- Enables members to have portable holy books on their smartphones.
- Members can now access religious sermons in the comfort of their homes.
- It brings together religious family members who live far away from each other.

Negative impact of technology

- Religious websites can be hacked and lose confidential information.
- Children can access content and websites against their religion.
- Children can access obscene messages, pictures and videos.
- Believers can end up copying the bad behaviors they see on social media.
- It has destroyed some family relations.
- Some members suffer cyber bullying and cyber crimes.
- Some use it to spread hate speech or to decampaign other religions.

In order to reduce the negative impact of technology, one can use age restriction. It prevents the user from accessing web sites not of their age, especially children. There are sites that should never be made available to children, they can destroy their religious and moral values.

There is need to educate users on the benefits and dangers of the internet.

TOPIC 4: RELIGION AND HEALTH

UNIT 42: FORMS OF SEXUAL AND SUBSTANCE ABUSE

Sexual abuse

Sexual abuse is forcing someone to take part in sexual activities without their consent. It can be summed up as unwanted sexual activity. It can happen to both men and women. The forms or types of abuse can be grouped into contact and non-contact sexual abuse.

Contact sexual abuse

In this category, the abuser makes physical contact with the victim. Below are examples of contact sexual abuse.

- Rape
- Unconsented kissing
- Sodomy
- Incest
- Unwanted sexual intercourse
- Fondling
- Saying vulgar words or whistling

UNIT 45: ATTITUDES, HIV AND AIDS

Negative attitude

- Religion should help to stop stigma and discrimination against those HIV positive.
- Some people have a negative attitude towards the HIV positive.
- Some religions view HIV as a punishment by God for one's sin.
- Others take it to be a result of unfaithfulness.
- Others laugh at them and their health conditions.
- Some people just make negative comments for the fun of it.

Positive attitude

- Some religions preach and teach the real love of the Creator to their congregants, hence, they accept those living with HIV wholeheartedly.
- They emphasise love without looking at one's health condition or status.
- Other religions help in doing daily chores when one fails to do on their own or is on Home based care.
- Some religions provide food for a balanced diet to the HIV positive.
- Religious leaders, comfort and encourage the HIV positive through counselling and psychosocial support.
- Other religions help with money for medication, such as (ARV) Antiretroviral Viral Therapy which help to weaken the virus and to help the affected to regain strength to carry out livelihood duties.
- Religious leaders educate the HIV positive on how to live positive.

It is important for all religions to be positive on being HIV positive. It builds stronger and better communities.

Impact of religious attitude on the HIV positive

Impact of negative attitude

- It leads to negligence and lack of care for the HIV positive.
- It can cause school dropouts and not wanting attend to any public gathering.
- It can destroy self-esteem and confidence.
- It can lead to suicide and refusal to take medication.
- It can cause hatred.
- It can lead to abuse and exploitation of the HIV positive.
- It shortens the life span of the victim.
- It can lead to drug and substance abuse.
- It can deny one potential help.

Impact of positive attitude

- It moves the victim from the denial stage of the disease into acceptance of it where he or she can take drugs and openly seek advice.
- It prolongs the life of the HIV positive.
- It attracts potential assistance to the victim.
- It boosts confidence and self-esteem of the victim.
- It helps one to accept and take medication, help and advice.
- It prevents one from a change of attitude.
- It brings unity among people.

2. HERITAGE AND SOCIAL STUDIES

TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

UNIT 1: CLANS IN ZIMBABWE

- A clan is a group of people who originated from a common ancestor.
- People of the same clan have the same totem (*isitemo/ isangelo/ mutupo/ tshilumbo/ sirendo*).
- Most indigenous people's totems are derived from animals, animal parts, birds, snakes, water and names of ancestors; their appearance, good character or mighty power.
- Beliefs and religion connect people of the same clan with their founding ancestors.
- People of the same clan have the same lineage that can be traced back to a founding ancestor.
- The lineage can be patrilineal or matrilineal.
- A patrilineal lineage follows the father's line of relationship and the matrilineal follows the mother's side.
- In some cultures, these people do not marry each other because they are considered to be too closely related and doing so is a taboo.
- Marrying within the same clan in some cultures can result in bearing weak and disabled children.
- In the olden days, people of the same clan used to live in the same area.
- However, due to migration, they are now found all over the country and the world at large.
- Totems played a very important role in people's lives from the past up to today.
- It is a taboo for clans to eat meat from their totem animal. If you eat the meat, it is believed that you will lose your teeth.
- Many factors unify people of the same clan. The factors can be geographical, common spiritual and cultural beliefs as well as totems.

Some clans in Zimbabwe

- Shumba/Sibanda/Lion
- Nzou/Ndlovu /Elephant
- Moyo/Nhliziyo/Heart
- Mhofu/Mpofu/Eland
- Soko/Ncube/Monkey

UNIT 2: SIGNIFICANCE OF CUSTOMS, BELIEFS, FOLKLORES, GAMES, SONGS AND DANCES

Customs

- Customs are made up of beliefs, folklores, dances, games and songs.
- Customs build people's identity. They impart skills to children and instill traditional values in them, like greeting and respecting elders.
- Knowledge of skills, obeying parents and respecting all members of the community are all born from customs.

- It is a taboo in indigenous culture for grown or adult children to beat up their mothers in the event of a disagreement as it was believed that it brings bad luck. In order to avoid or cleanse themselves after beating their parents, the offender would face a severe punishment called *kutanda botso* amongst the Shona.
- In some indigenous cultures, all motherhood belongings such as plates, hoes, clay pots, cooking stand, clothes, and so on, are given to her relatives when she passes on. It is taboo for her belongings to be kept by the in-laws or the husband.

UNIT 4: CULTURAL VALUES OF FATHERHOOD IN PRE-COLONIAL ERA

- A father is regarded as the leader of the family.
- His roles are to protect the family from any form of danger and to provide food and shelter for the family.
- The father had weapons for hunting, fighting war and for religious purposes. These included bows and arrows, knobkerries, spears, axes, knives and a special axe.
- The eldest son took over the responsibility of looking after the family when the father passed on.
- When her daughters married, the father was entitled to fatherhood items like *rusambo (ilobolo)*, cattle and *mutate (mutono)* (special tobacco from son-in law).
- It was the father's responsibility to train young men about manhood and how to be responsible fathers and leaders of the family and community in the future.

UNIT 5: INDIGENOUS LANGUAGES AND CULTURES IN ZIMBABWE

There are 16 officially recognised languages in Zimbabwe.

	LANGUAGE	AREAS MOSTLY SPOKEN
1	Chewa	mining towns, farms such as Kadoma and Chakari.
2	IsiNdebele	Bulawayo, Zhombe, Silobela, Matabeleland North and South.
3	ChiNdau	Chimanimani, Chipinge and Birchneough.
4	ChiBarwe	Nyanga, Katerere (Eastern parts of Zimbabwe).
5	English	the whole country
6	ChiShona	Mashonaland provinces, Masvingo, Manicaland, Midlands.
7	Kalanga	Plumtree.
8	Khoisan	Plumtree, Tsholotsholo.
9	Nambya	Hwange, Kamativi, Victoria Falls.
10	Shangani	Chiredzi, Mwenezi, Chisumbanje.
11	Sign Language	the whole country.
12	Sotho	Gwanda.
13	Tonga	Binga, Gokwe, Kariba, Hwange, Kamativi.
14	Tswana	Msingwe.
15	Venda	Beitbridge.
16	Xhosa	Mbembesi.

Cultural ways and/ or indigenous ways of heritage preservation are:

- Huge fines for people who hunt wild animals.
- Fines charged by traditional leaders for breaking laws that protect heritage sites.
- Enforcement of indigenous customs. Traditional leaders to prohibit the cutting of firewood in sacred forests. People who want to visit sacred sites ought to seek permission from traditional authorities, like headman and chiefs.

Modern ways of heritage preservation

- Banning the hunting of endangered wild animals.
- Jailing and prosecuting poachers.
- Starting programmes like campfire to conserve wild animals and prevent veld fires.
- Fencing off heritage sites.
- Documentation of cultural practices.
- Environmental Management Agency (EMA) punishes through fines, those people who destroy and/ or pollute the environment.
- Station security guards at various heritage sites.

TOPIC 2: CULTURAL HERITAGE

UNIT 8: COURTSHIP PRACTICES OF DIFFERENT CULTURAL GROUPS

Courtship

- The period when those in a love relationship prepare for marriage.
- The people in courtship will be learning more about each other.
- Good courtship is a noble foundation for a successful marriage.
- Different cultures in Zimbabwe have different courtship practices.

Healthy boy-girl relationships

- Boy-girl relationship practices differ amongst the different ethnic groups.
- The relationship should be based on trust, understanding, respect, faithfulness and it should abstain from sex until after marriage.
- Their relationship should involve other relatives, like aunts and uncles.

Indigenous courtship practices

- People have different cultural background which also affects how they behave in courtship.
- The Venda, Lemba, Shona, Ndebele and others all have different courtship practices.
- Venda young members attract members of the opposite sex through a courtship dance called *Chifase*.
- Ndebele girls underwent an initiation. Headgears were worn as a sign that one had gone through the initiation ceremony.
- The Lemba people court and marry people of the same totem.
- The Shona people marry people of different totems. They exchange love totems in front of the aunt, for example, a dock, hat, ring, shirt or a dress.
- It was the duty of the mother to train her daughters to look after the family and the home.
- Family members in indigenous religion play an important role in courtship especially close relatives.
- Aunts and uncles play a very important role in almost all indigenous courtship practices.

TOPIC 7: NATURAL HERITAGE: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

UNIT 26: LAND AS A BASIC MEANS OF PRODUCTION

- Land is a natural resource which has many uses which include residential, agriculture, mining and industrial.
- Raw materials are natural resources which are processed into finished products in industries.
- Crops are grown on land, industries are built on land, houses are built on land and forests grow on the land.
- The whole livelihood of people is based on land.

Mining

- Different kinds of minerals are found in Zimbabwe.
- About 40 minerals have been discovered in Zimbabwe.
- Coal, gold, copper, platinum, iron, diamonds, are some of the minerals which are mined in Zimbabwe.
- A number of minerals are mined along the Great Dyke. It extends more than 550 km northeast to southwest across the centre of Zimbabwe.
- The government has laws that govern the proper use of land.
- Mining on river banks causes siltation of rivers and dams as well as pollution of water bodies.

Forests

- Forests provide timber for various uses in homes and in the agricultural industry.
- Zimbabwe has indigenous and exotic forests.
- Chirinda and Nyamandlovu are some of the indigenous forests that provide Mahogany and Mukwa for furniture making.
- Nyanga, Chimanimani and Mutasa have large areas of exotic forests of gum, wattle and pine.
- Wattle bark is used for tanning leather, gum for poles and furniture, pine for roofing, timber, furniture and paper making.
- Forests should be protected from veld fires and wood poachers.

Wildlife and tourism

- These bring foreign currency as tourists come into the country.
- Land has been set aside for game reserves, national parks and botanical gardens.

Residential land

- Colonial laws did not allow Africans to own lands to develop houses.
- Government has set aside land and funds for rural and urban residential developments with the aid from local authorities, cooperatives and banks.

Industries

- Raw materials from farms and mines are processed into finished goods needed by consumers.
- Government has set aside land for industrial development in growth points, towns and cities.

3. GUIDANCE AND COUNSELLING AND LIFE SKILLS EDUCATION

TOPIC 1: RELATIONSHIPS

Relationships are formed when two or more people or countries are drawn to each other on the basis of feelings of mutual respect, trust, love, likes or dislikes. In a healthy relationship, people or countries share problems and find solutions together.

UNIT 1: UNDERSTANDING RELATIONSHIPS AT THE REGIONAL LEVEL

We can understand relationships as a concept by studying it at the regional level. A region is a big area or division especially part of a country or world with definable characteristics.

Circumstances that require team work at the regional level

There are situations, both good and bad, in which we must stand together as a region. There are circumstances such as:

- political conflicts within some countries in the region. For example, the political conflict in Eswatini in 2021.
- pandemics like COVID-19.
- natural disasters like tsunamis, floods and in particular, Cyclone Idai.
- poverty and its causes. Zimbabwe has been given support in its fight against poverty by SADC in events such as the anti-sanctions march and the Zimbabwe International Trade Fair.
- terrorism, like in the case of attacks in Mozambique.

Importance of relating with other countries

No country can prosper without the assistance of other countries, therefore, it is important for countries to relate with each other. Relating with other countries is important in the following ways:

- It promotes mutual trade and this will improve the economy of a country.
- It provides opportunities for immigrants which enhances skills sharing and better livelihoods.
- It allows nations to help, cooperate and share relevant information when they face global issues such as pandemics (COVID-19) and terrorism.
- It offers military support in times of war.
- It fosters peace-keeping amongst countries.

UNIT 2: TOLERANCE AND RESPECT AT THE REGIONAL LEVEL

Tolerance and respect are virtues which help us to accept the differences existing among ourselves. If we tolerate and respect others at the regional level, peace and harmony will prevail.

Ways of showing tolerance and respect

Tolerance is an important aspect that helps people or countries to live peacefully. To tolerate is to accept other people's opinions and preferences even if you do not agree with their points of view and behaviour.

UNIT 7: GENDER NORMS AND GENDER EQUALITY

In society, there are norms that are specifically constructed for men or women. Despite the gender, everyone should be given an equal access to resources or opportunities and this can enable them to reach their full potential.

Fair treatment of people at home, at school and in the community

At home, fair treatment can be promoted by:

- sharing household chores equally. All males and females at home should share the chores equally.
- setting equal rules for everyone in the family is important so that no one may feel inferior and excluded.
- evaluation should be fair. Do not judge one basing on the other's actions. For example, a son's behaviour should not be a standard of what daughters should do.
- parents should also empower females in the family so that they do not feel inferior and excluded.

At school, fair treatment can be promoted by:

- the textbooks that learners read often depict gender stereotype. Females should be represented in the textbooks equally, just as males. Gender equality should be promoted.
- the subjects that learners do should also cater for gender equality. For example, practical subjects like food and nutrition should be done by all learners, regardless of gender.

In the community, fair treatment can be promoted by:

- allowing women to take leadership roles, such as being councillors.
- allowing women to take challenging jobs, such as engineers and pilots.

Gender-based norms that may be harmful and contribute to gender inequality

Gender-based norms are social principles that govern the behaviour of girls or boys in society. They restrict their gender identity into what is considered to be appropriate.

- Girls are denied the right to education. They are restricted at home to do the household chores as it is believed to be the girls' rightful position in the society.
- Men are expected to exercise control, whilst women and girls are expected to be submissive in families and in their relationships.
- All women should become mothers. Due to the patriarchal power imbalance between men and women, women are expected to take care of children and their husbands. Men are expected to protect and to provide for the family.
- Girls are valued as wives and not individuals. Society expects girls to demonstrate submissiveness and this can lead to early marriages which cause girls to suffer from sexual and reproductive health problems as well as marital abuse.
- Divorced women have less value. Divorced women and widows face particular forms of violence because of the discrimination around the roles and value of women.

Importance of respecting the rights of others, regardless of gender

Human rights are basic rights that belong to all, and simply because we are humans. It is important to respect human rights of others as:

- it will develop confidence and self-esteem.

- Feeling irritable.
- Having anxiety.

Physical changes in boys at puberty

- Growth of external genitals.
- Experiencing wet dreams.
- Growth of pubic hair.
- Thickening of voice.

Emotional changes in boys at puberty

- Feeling irritable
- Feeling depressed
- Being confused.
- Having fear

Managing peer influence

- Having friends with similar beliefs and values.
- Paying attention to how you feel.
- Giving an excuse or say “no” to your friends to things that you do not want.
- Plan ahead, think about how you would respond in different situations.
- Have a secret code. You can use this to text your parents when you are in danger.

Ways to resist peer pressure

- Look at the person in the eye.
- Speak in a polite but clear voice.
- Suggest something else to do.
- Walk away from the situation.
- Find something else to do.

TOPIC 5: HEALTH AND WELL-BEING

Health and well-being comprise of psychological health, mental stability and social engagement.

UNIT 10: PERSONAL HYGIENE AND ENVIRONMENTAL HYGIENE

Maintaining cleanliness of your body and surroundings is crucial as it protects you from diseases.

Importance of personal hygiene

Personal hygiene is keeping one’s own body clean. Personal hygiene is important in the following ways:

- it reduces the spread of illnesses.
- it boosts one’s self-confidence.
- it positively impacts on personal relationships.
- it contributes to overall health and wellness.

Personal hygiene practices

- Washing the body.

- major organ damage.
- respiratory failure.

Drugs can also have an impact on mental health and these include:

- depression.
- anxiety.
- aggression.
- hallucinations.

Strategies for reducing drug and substance use

Various strategies can be used to prevent drug and substance abuse such as:

- drug prevention program - it is about stopping people from misusing drugs before they start. People need to be educated about drug and substance abuse.
- drug treatment - it is help that is given to individuals in order to stop compulsive drug use.
- drug law enforcement - it is a branch of the law which focuses on controlling over use of drugs and substances that are a danger to individuals. Offenders who abuse drugs and substances will have broken the law and they will be seriously dealt with.

Sources of support for people worried about drug abuse

Support services help drug and substance abusers who are worried about their situation. The support services below help the abusers to cope with their situation:

- peer support services
- rehabilitation services
- withdrawal services
- counselling services.

UNIT 12: SEXUAL AND REPRODUCTIVE HEALTH

Appropriate information and guidance about sexual and reproductive health helps people to strengthen the welfare of the human community.

Signs and symptoms of sexually transmitted infections (STIs)

Sexually transmitted infections are illnesses spread through genital contact. the table below presents the signs and symptoms of some STIs.

Sexually transmitted infection (STI)	Signs and symptoms
1. Chlamydia	Painful urination, discharge, lower abdominal pain
2. Gonorrhoea	discharge from genitals, burning sensation when urinating, sore on genitals
3. Syphilis	painless sore on the genitals, rash on skin, damage to brain, nerves, eyes or heart
4. Human papillomavirus	warts on genitals or surrounding skin
5. Genital herpes	pain, itching and small sores on genitals

Ways of preventing bullying

- One should understand bullying.
- Be familiar of school policies or norms and values in the society.
- Be an advocate for the prevention of bullying.
- Report bullying incidents to the authorities.
- Instil healthy habits to children so that they do not engage in bullying.

UNIT 19: FINDING HELP AND SUPPORT

In times of trouble, it is important to find help and support from people who you trust and from service providers.

The role of service providers

- Provide solutions, services and knowledge to clients.
- Offer recommendations and options which are based on their client's needs.
- Complete the requested tasks by the client.
- Make suggestions or opportunities or the change needed.
- Develop and improve the client's vision.

Importance of seeking help and support

- One becomes stronger.
- Allows one to thrive and flourish.
- Helps one to maintain focus on the task.
- Enhances health, happiness and well-being.
- Enables one to handle difficult situations.

TOPIC 7: EDUCATIONAL AND CAREER GUIDANCE

Knowledge of career guidance is important as it helps students to study hard having careers in mind which they want to pursue in future.

UNIT 20: STUDY SKILLS

In order to study successfully, effective study skills should be employed. By doing so, you will be able to manage your homework and be able to prepare for your examinations.

Homework management

- Establish a firm routine for doing homework.
- Read and understand the homework questions before attempting to answer.
- Tackle the hardest questions first.
- Get assistance from someone with more experience.
- Avoid doing homework at night.

Ways of preparing for examinations

- Have a positive attitude.
- Begin early and space out your study sessions.

ZIMBABWE GRADE SIX EXAMINATIONS

SOCIAL SCIENCE
PAPER 1

705/1

SPECIMEN PAPER

Time: 1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

1. Read **all** the instructions carefully.
2. Do **not** open this booklet until you are told to do so by the invigilator.
3. Use **only** an HB pencil for all entries on the answer sheet.
4. When you are told to start choose **one** correct answer from the suggested answers and shade it **very dark**.
5. If you wish to change your answer, **erase it completely** with a pencil rubber and then shade the new choice.
6. If **more** than **one** letter is shaded for any one answer, that answer will be regarded as **wrong**.
7. If you **do not** understand the instructions ask the invigilator to explain them to you **before** you start.
8. Answer **all** the questions on the separate answer sheet provided.

This specimen paper consists of 13 printed pages and 3 blank pages.

[Turn over

ZIMBABWE GRADE SIX EXAMINATIONS

SOCIAL SCIENCE PAPER 2

705/2

SPECIMEN PAPER

Time: 1 hour 30 minutes

Section A

Answer **all** questions.

Write your answers in the spaces provided on the question paper

Section B

Answer any **three** questions.

Write your answers in the spaces provided on the question paper.

Section C

Answer any **two** questions.

Write your answers in the spaces provided on the question paper.

FOR EXAMINER'S USE	
Section A	
1	
2	
3	
4	
5	
Section B	
Section C	
TOTAL	

This question paper consists of 12 printed pages.

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GRADE 6 EXAMINATION PRACTICE 1

SOCIAL SCIENCE

701/01

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. A child's lineage is mostly traced back through the
A. brother-in-law. B. father. C. mother. D. friends.
2. Which of the following is a religious institution that helps the needy in Zimbabwe?
A. Bumhudzo. B. Kutama C. Sheraton D. ZIFA
3. Responsible decision-making involves
A. choosing the right beer. B. choosing the right friends.
C. stealing meaningful things. D. beating someone for a reason.
4. Families assist each other in bad times such as
A. weddings. B. parties. C. funerals. D. celebrations.
5. Who are referred to as the living dead in indigenous religion?
A. the dead B. the mentally challenged
C. the traditional healers D. the traditional leaders
6. The sacred pool of water found in Chinhoyi caves is called
A. Manna pools. B. Zambezi pools. C. Chirorodziva. D. Matonjeni.
7. When Moses came down from Mount Sinai, the Ten Commandments were
A. in the Tenakh. B. in the Pentateuch. C. in his head. D. on stone tablets.
8. Which practitioner is considered as the teacher in Judaism?
A. rabbi B. prophet C. priest D. scribe
9. Which parable teaches forgiveness?
A. the parable of the sower. B. the parable of the prodigal son.
C. the parable of the good Samaritan. D. the parable of the ten virgins.
10. Rising from the dead and becoming alive again is called
A. ascension. B. eternal life. C. resurrection. D. Easter.
11. The _____ is also an Islamic sacred scripture beside the Quran. It is a collection of traditions containing sayings of Prophet Muhammad.
A. Hadith B. Koran C. Zakat D. Hajj

GRADE 6 EXAMINATION PRACTICE 1

SOCIAL SCIENCE

705/02

PAPER 2

TIME: 1 HOUR 30 MINUTES

Section A

Answer **all** questions in this section.

1. (a) State **one** way with which a community can assist flood victims. [1]
(b) Explain what family dynamics are. [1]
(c) Define a lineage. [1]
(d) Give **one** function of religion in marriage. [1]
(e) Identify what decision-making is concerned with. [1]
2. (a) Define morals. [1]
(b) Give **one** act of benevolence. [1]
(c) Suggest what victims of abuse should do. [1]
(d) State **one** way of caring for the body. [1]
(e) Identify **one** positive impact of technology on religion, morals and values. [1]
3. (a) Identify **one** role which is played by a father in the past. [1]
(b) Name **one** item that is given to the father as *lobola* when the daughter is married. [1]
(c) State **one** tool that is given to the eldest son when the father passed on. [1]
(d) Explain what is said to happen to a child who beats his or her mother. [1]
(e) State **one** role which is played by a mother during the pregnancy of her daughters. [1]
4. (a) How many officially recognised languages are spoken in Zimbabwe? [1]
(b) State the advantage of knowing other people's languages. [1]
(c) Who benefits from Sign Language? [1]
(d) Name the indigenous culture where people of the same totem marry. [1]
(e) Give **one** indigenous culture where a man cannot qualify to be a chief unless he has gone through initiation. [1]
5. (a) Give **one** reason why personal hygiene is important. [1]
(b) State any **one** personal hygiene practice. [1]
(c) Name **one** illegal drug. [1]
(d) State **one** importance of seeking early treatment when you have a sexually transmitted disease (STI). [1]
(e) Suggest **one** way of preventing COVID-19. [1]

Section B

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

6. (a) During the period of the early church, the disciples became known as the apostles.

9. The picture below shows an animal that was protected by taboos in Indigenous Religion.



- (a) Name the animal shown in the picture above. [1]
(b) Suggest what one is supposed to do if he or she comes across the animal shown above in Indigenous religion. [1]
(c) Explain how totems regulate marriages. [1]
(d) Define what spirit mediums are. [1]
(e) State the main role of a midwife. [1]
10. (a) Name **one** international convention on people living with disability. [1]
(b) Explain what healthy habits are. [1]
(c) Give **one** fact about HIV and AIDS. [1]
(d) State **one** way which a home can be kept clean. [1]
(e) Identify what makes an action right or correct. [1]

Section C

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

11. (a) State **one** function of local governance. [1]
(b) Give **one** duty of the village head. [1]
(c) Who appoints the headman? [1]
(d) Describe the type of land which can be allocated by chiefs. [1]
(e) What is the highest indigenous traditional court in Zimbabwe? [1]
12. (a) Give **one** example of cultural heritage. [1]
(b) Name **one** example of natural heritage. [1]
(c) Briefly explain how indigenous people preserve natural heritage. [1]
(d) Name **one** natural heritage site that is found in Matabeleland North. [1]
(e) Give **one** benefit of heritage sites. [1]
13. (a) Identify **one** cultural heritage site that is found in Masvingo. [1]
(b) State **one** way in which heritage resources are fast disappearing. [1]
(c) Why is the government of Zimbabwe banning the hunting of protected species? [1]
(d) How does fencing preserve natural heritage? [1]
(e) Identify **one** modern way of heritage preservation. [1]

GRADE 6 EXAMINATION PRACTICE 2

SOCIAL SCIENCE

705/01

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. How can a family member who develops mental illness be helped?
A. tying him up with strong ropes B. beating him up to behave well
C. taking him to a psychiatric hospital D. throwing him out of the house
2. Family names can be called
A. nicknames. B. surnames. C. trade names. D. first names.
3. Which of the following is a corporate social responsibility?
A. gully reclamation
B. wedding celebration
C. collection of funeral funds
D. attending community parties
4. People who despise other people's beliefs lack which aspect of relationship management?
A. carelessness B. pride C. tolerance D. confidentiality
5. All the following are religions **except**
A. AFM. B. Indigenous Religion. C. Islam. D. Judaism.
6. Which of the practitioners shown is of Indigenous Religion?

A.



B.



C.



D.



39. Which communicable disease is transmitted through bites of the insect on the picture?



- A. Cholera
- B. Malaria
- C. HIV
- D. Influenza

40. What is informed by career exhibitions?

- A. career work
- B. career choices
- C. career literacy
- D. career flair

GRADE 6 EXAMINATION PRACTICE 2

SOCIAL SCIENCE

705/02

PAPER 2

TIME: 1 HOUR 30 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.

Section A

Answer **all** questions in this section.

- What is a cousin? [1]
 - State **one** pull factor that leads to family dynamics. [1]
 - State the role the community can play as a flood disaster mitigation. [1]
 - Name the religious institution that runs Copota School for the Blind. [1]
 - Responsible decision making can be affected by the influence from friends or peers. Name that type of influence. [1]
- State why sex identification is important in religion. [1]
 - Explain the importance of filial piety. [1]
 - State any negative religious attitude towards people living with HIV and AIDS. [1]
 - Identify **one** group of people in the community who survive on other people's generosity. [1]
 - Name the technology application which enables religions to access and search the internet. [1]
- Kitchen utensils are inherited by _____ when a woman dies. [1]
 - State **one** practice used in property inheritance in Zimbabwe. [1]
 - Identify **one** beneficiary of the deceased's estate in modern heirship practices. [1]
 - Who writes a will? [1]
 - Name **one** culture which exchanges tokens as a promise to marry. [1]
- Identify **one** family member who played a role in courtship. [1]
 - State the term which is used for the deceased's property. [1]
 - What is a will? [1]
 - State **one** similarity which is found in the modern and traditional heirship practices. [1]
 - Explain the importance of writing a will. [1]
- Define the term gender equality. [1]
 - Give **one** gender norm which can be harmful and contribute to gender inequality. [1]
 - Why is it important to respect human rights of others. Give **one** reason. [1]
 - Identify **one** form gender-based violence at school. [1]

The picture below shows a devout Muslim exercising the fourth pillar of Islam.



- (c) Identify the pillar of Islam being exercised on the picture. [1]
 - (d) Name **one** group of people who usually benefit from the pillar of Islam shown in the picture. [1]
 - (e) Explain the importance of Mecca to the Muslims. [1]
9. (a) State the purpose of a thanksgiving ceremony in Indigenous religion. [1]

The picture below shows religious practitioners in Indigenous Religion.



- (b) Name the religious practitioners shown. [1]
 - (c) Identify any role of the practitioners shown above. [1]
 - (d) Briefly explain **one** characteristic of the Witchcraft Suppression Act. [1]
 - (e) State **one** Indigenous activity that was forbidden under the Witchcraft Suppression Act. [1]
10. (a) State **one** reward of personal hygiene. [1]
- (b) Define what sexuality is. [1]
 - (c) Give **one** national organisation that does acts of generosity towards the poor rural population. [1]
 - (d) Identify any media that can be used in HIV and AIDS awareness campaigns. [1]
 - (e) Give **one** reason why age restriction was introduced in technology. [1]

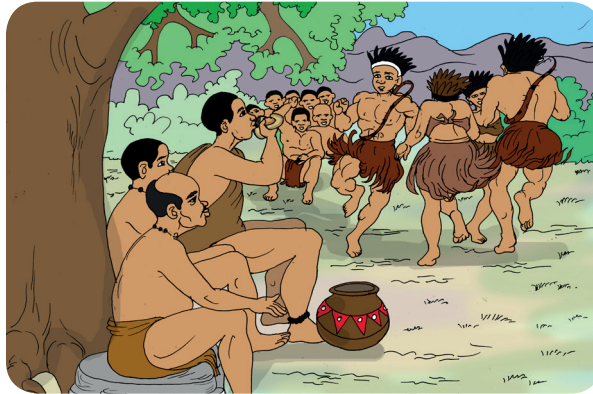
Section C

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

11. (a) Explain what is meant by consent to marriage and sex. [1]
- (b) Give **one** way in which some churches abuse young girls. [1]
 - (c) Name the traditional practice which marries minors to appease the spirit of the dead. [1]
 - (d) Give **one** reason why people marry. [1]
 - (e) Name **one** person who distributes the deceased's estate in indigenous heirship. [1]

9. (a) Name the form in which the indigenous people believe that one lives forever. [1]

The picture below shows indigenous people at a ceremony.



- (b) Identify **one** activity from the picture that the indigenous people do at ceremonies. [1]
(c) Give the name of the beverage which the person in the picture is drinking. [1]
(d) Name the type of beer which used during ceremonies in indigenous religion. [1]
(e) Identify **one** offense to the environment that can lead to arrest by Chief aids. [1]
10. (a) Define critical thinking in management of intrapersonal conflict. [1]
(b) Give **one** reason for the use of age restriction when using the internet. [1]
(c) Chipso a young girl of school going age is not going to school. Identify the right which she is being denied. [1]
(d) Identify **one** bad habit to your body. [1]
(e) Men should not look down upon women because [1]

Section C

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

11. (a) Briefly explain how supply affects prices. [1]
(b) Give **one** beneficiary of the land distribution program. [1]
(c) Suggest how government can help new farmers. [1]
(d) State the raw material for ethanol. [1]
(e) Name **one** product of cotton. [1]
12. (a) Identify the service given by Agritex officers to farmers. [1]
(b) Companies market their products because [1]
(c) Explain the importance of branding goods. [1]
(d) Give **one** media of advertisement. [1]
(e) State the reason why food items should have expiry dates. [1]
13. (a) Give **one** thing found on a product label. [1]
(b) Suggest **one** way with which workers can avoid injuries. [1]
(c) Give **one** consumer good found in homes. [1]
(d) Describe the work of a lawyer. [1]
(e) Give **one** service which is needed by people. [1]

GRADE 6 EXAMINATION PRACTICE 8

SOCIAL SCIENCE

705/1

PAPER 1

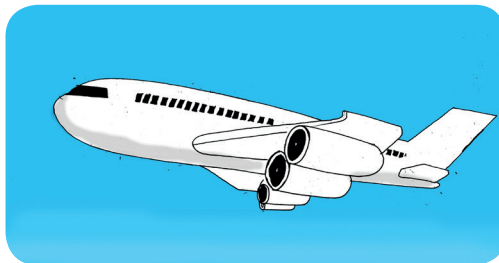
TIME: 1 HOUR 45 MINUTES

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. After terminating marriage, the women's guardianship returns to
A. her mother. B. her husband. C. herself. D. her father.
2. The following need counselling **except**
A. orphans. B. victims of abuse. C. the bereaved. D. participants of a party.
3. People have totems to
A. have two names. B. regulate marriages.
C. marry those of same totems. D. enjoy meat of their totems.
4. People of your community have planned a corporate social responsibility of gully reclamation at a nearby school. They will be
A. reclaiming their land. B. clearing the land.
C. improving land disturbed by run-off. D. causing runoff.
5. Which religion recognises people who are gifted in healing using herbs and the throwing of bones to assess problems?
A. Christianity B. Indigenous religion C. Islam D. Judaism
6. Which of the following is the chief's role?
A. giving guidance on ceremonies.
B. allocating totems and lineages.
C. healing the sick in his area.
D. mediating between the living and the Supreme Being.
7. Of the practitioners below, the _____ is a Jewish practitioner.
A. pastor B. muezzin C. priest D. pope
8. The Ten Commandments were received in the
A. Mount of Olives. B. Mount Sinai. C. Mount Carmel. D. Mount Zion.
9. After conversion, Saul was later known as
A. Barnabas. B. Paul. C. Silas. D. Conelius.
10. Groups of churches within Christianity are called
A. Deviations. B. Congregants. C. Practitioners. D. Denominations.

25. Which of these is the busiest boarder post?
 A. Forbes B. Beitbridge C. Nyamapanda D. Chirundu
26. In Zimbabwe, where can water transport be used?
 A. Kariba dam B. Hwange power station
 C. Nyangani mountain D. Chiredzi
27. The internet is the interconnection of
 A. radios. B. televisions. C. computers. D. waves.
28. Posting information on the internet is called
 A. updating. B. downloading. C. uploading. D. refreshing.
29. Business people can talk and see each other directly as they discuss business through
 A. excel. B. skype. C. play store. D. gmail
30. Which of these is a security system?
 A. radio B. telephone
 C. till D. Closed Circuit Television
31. What is the use of satellite systems in transport?
 A. they are for easy tracking and location of vehicles carrying goods.
 B. they are for trapping thieves.
 C. they are for the driver's entertainment.
 D. they are for passenger's entertainment.



32. Which mode of transport is shown in the picture?
 A. road B. rail C. air D. water
33. Why is the use of containers recommended when transporting goods?
 A. because they reduce theft and damage.
 B. because they are cheap.
 C. because they are attractive.
 D. because they are not heavy.
34. Which one of these is a visual form of communication?
 A. radios
 B. cell phones
 C. drums
 D. road signs

GRADE 6 EXAMINATION PRACTICE 8

SOCIAL SCIENCE

705/2

PAPER 2

TIME: 1 HOUR 30 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.

Section A

Answer **all** questions in this section.

- (a) The relationship title for the sister of one's father is [1]
 - (b) Identify **one** group of needy people who can be assisted by using braille. [1]
 - (c) Give **one** function of the family totem praise poem. [1]
 - (d) Give **one** example of decision-making. [1]
 - (e) State **one** purpose of family interaction. [1]
- (a) Name the virus that causes AIDS. [1]
 - (b) Mr and Mrs Zvoto looked after their children well. The children are now educated and working overseas, but they are not looking after their elderly parents. Identify the aspect of care that is lacking. [1]
 - (c) State **one** form of thinking which is used in the management of intrapersonal conflict. [1]
 - (d) Suggest how the community can assist the bereaved. [1]
 - (e) State the international convention which protects women from discrimination. [1]
- (a) Briefly explain the importance of transport and communication. [1]
 - (b) Name **one** point of border entry from Zambia into Zimbabwe. [1]
 - (c) The movement of goods and people from one place to another is called [1]
 - (d) Give **one** benefit of ICT in communication. [1]
 - (e) Name **one** ICT gadget. [1]
- (a) State **one** use of cell phones in business. [1]
 - (b) Give **one** use of the internet. [1]
 - (c) Identify **one** mode of transport. [1]
 - (d) Name **one** mode of communication. [1]
 - (e) Identify **one** means of transport which uses water. [1]
- (a) Give **one** way of maintaining or looking after property. [1]

- (c) State what indigenous people do when there is drought. [1]
- (d) If one murders someone in the community, suggest what should be done. [1]
- (e) In Indigenous religion, there are animals classified as royal game or associated with rulers hence they should not be killed. Give **one** such an animal. [1]
10. (a) Identify **one** household chore. [1]
- (b) Give a reason why it is bad to discriminate against the HIV positive. [1]
- (c) Identify **one** non-governmental organisation that helps the victims of sexual abuse. [1]
- (d) People have a right to belong to a religion of their choice but they have a responsibility of [1]
- (e) The picture of a religious art in a Christian home, fall under ____ form of religious art. [1]

Section C

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



Picture A



Picture B

11. (a) Explain the advantages of using the gadget shown on picture A as compared to B. [1]
- (b) Give **one** visual form of communication. [1]
- (c) Name **one** auditory form of communication. [1]
- (d) State **one** advantage of using a visual mode of communication. [1]
- (e) Define a landlocked country. [1]
12. (a) Give **one** advantage of using a television as a form of communication. [1]
- (b) Identify **one** thing that negatively affects radio and television waves. [1]
- (c) Give **one** advantage of fitting a satellite tracking system on a vehicle. [1]
- (d) Briefly explain the importance of road signs on the roads. [2]
13. (a) Identify the cheapest way of transporting water to different homes in urban areas. [1]
- (b) Name the border post between Zimbabwe and South Africa. [1]
- (c) Give the name of the country which Sango border post links Zimbabwe with. [1]
- (d) Name **one** Southern African country which allows Zimbabwe's goods to pass through its ports. [1]
- (e) Give **one** form of water transport used in Kariba. [1]
14. (a) Give **one** cause of accidents on the roads. [1]
- (b) Identify the best means of transport for perishable foods. [1]
- (c) Define traffic congestion. [1]
- (d) Explain how a pedestrian should lead animals. [1]
- (e) Give **one** role of the parents in ensuring the safe use of the ICT. [1]

GRADE 6 EXAMINATION PRACTICE 10

SOCIAL SCIENCE

705/1

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. Family relations are mainly through
A. blood. B. age. C. money. D. popularity.
2. A daughter-in-law is
A. the child of one's son. B. the wife of one's son.
C. the husband of one's daughter. D. the daughter of one's daughter.
3. Paternal relationship is a relationship one is connected to through
A. biological father. B. biological mother.
C. marriage partner. D. local arrangement.
4. People of different religions living together in one community can avoid conflict by
A. tolerance. B. disrespecting meaningless religions.
C. talking negatively about other religions. D. always discussing sensitive religious topics.
5. The following pictures are all associated with Indigenous religion **except**



A.



B.

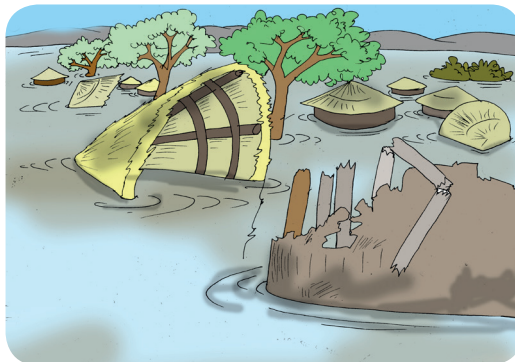


C.



D.

26. Civil wars can contribute to
 A. bumper harvests. B. development. C. high yields. D. food shortages.
27. What is the advantage of a television over a radio?
 A. a television transmits sound and picture. B. a television transmits sounds only.
 C. a television is bigger than a radio. D. a television is expensive.
28. The internet is an interconnection of
 A. cell phones. B. computers. C. machinery. D. cells.
29. Which one is a traditional means of communication?
 A. computer B. cell phone C. drum D. newspaper
30. Natural disasters are caused by
 A. human error. B. forces of nature. C. evil spirits. D. curses from Satan.
31. What do we call events that cause sudden damage and suffering to people?
 A. droughts B. cyclones C. disasters D. storms
32. What kills people and animals in a drought disaster?
 A. flooding B. strong winds C. heatwaves D. starvation
33. What is the similarity between a landline phone and a cell phone?
 A. both can upload and download information.
 B. both can send and receive sound information.
 C. both have WhatsApp.
 D. both have a Facebook.
34. Identify one internet service provider among these.
 A. ZBC. B. ZTV. C. Tel-One. D. Power FM.
35. Which one of the information communication technologies is mostly used by farmers?
 A. cellphones B. Google C. YouTube D. satellite television



36. What is the immediate help needed by victims of the disaster shown in picture above?
 A. shelter
 B. television
 C. plough
 D. radios

GRADE 6 EXAMINATION PRACTICE 10

SOCIAL SCIENCE

705/2

PAPER 2

TIME: 1 HOUR 30 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.

Section A

Answer **all** the questions in this section.

- (a) Name the process whereby the family and the community work together to improve the society in which they live in. [1]
 - (b) Explain how divorce can lead to family dynamics. [1]
 - (c) Identify **one** totem object. [1]
 - (d) Give **one** relationship title that is used in in-law relations. [1]
 - (e) State reason why relationships suffer. [1]
- (a) Identify what is used to distinguish sexuality. [1]
 - (b) Give **one** of the causes of gender inequality. [1]
 - (c) A parent has the responsibility to pay school fees, buy stationery and uniforms for his or her child. Give the right that the child enjoys from this parent's responsibility. [1]
 - (d) Identify any abuse that amounts to a criminal offence. [1]
 - (e) Most members of different religions use search engines. State the purpose of search engines. [1]
- (a) Explain the difference between natural and an artificial disaster. [1]
 - (b) Give **one** effect of a flood. [1]
 - (c) Name **one** example of a natural disaster. [1]
 - (d) Give **one** cause of a human induced disaster. [1]
 - (e) Identify the help needed by victims of an earthquake. [1]
- (a) State **one** negative effect of a drought. [1]
 - (b) Briefly explain how floods can be managed to minimise damage. [1]
 - (c) Give **one** effect of human error disasters. [1]
 - (d) Suggest **one** disaster management approach to earthquakes. [1]
 - (e) Identify materials that may be needed in a fire disaster. [1]

EXAMINATION PRACTICE 1 - PAPER 2 ANSWERS

Section A (Answers)

1. (a) giving them food/ shelter/ clothes/ medication/ counselling.
(b) changes that take place in a family.
(c) a generational line of descent from a common ancestor/ is where someone descended or came from.
(d) providing guidance and counselling/ assisting with financial and material things.
(e) choosing the right things in life/ making good or wise decisions.
2. (a) a guideline that tell us what is right and wrong/ is a guideline that controls human behaviour.
(b) donating clothes, food, money to the needy/ sharing books with others who do not have.
(c) report to the nearest police camp/ report to the closest relative or responsible person nearby/ seek close immediate medical attention/ seek counselling.
(d) having enough rest/ oral care/ wound care/ daily bathing/ hair care/ nail care/ body exercises/ having a balanced diet.
(e) provides a cheaper way to spread religious messages/ allows religions to get quick feedback from members across the world/ allows members to have portable holy books in their smart phones/ it allows virtual meetings/ fast communication.
3. (a) providing food and shelter for the family/ protecting the family from dangerous animals.
(b) *Rusambo/ilobolo*/ cattle/ special tobacco from the son in-law.
(c) bow and arrow/ club/ spears/ axe/ knives/ special axe.
(d) the child will have bad luck.
(e) teach her daughters how to look after the family and home, nurse and care for the baby/ giving special herbs to her daughter before and after her first delivery.
4. (a) 16 languages.
(b) one can easily communicate and share ideas, knowledge and skills.
(c) people with hearing or/ and speech impairment.
(d) the Mwenyes/ Lemba.
(e) the Xhosa/ Xangaan.
5. (a) it reduces illness/ it boosts confidence/ positively impacts on personal relationships/ contributes to overall health and wellness.
(b) brushing teeth/bathing/washing hands before meals and after using the toilets/washing and changing clothes/combining hair.
(c) cocaine/ marijuana.
(d) prevents pelvic inflammatory diseases/ cervical cancer/ blindness/ bladder problems.
(e) wearing a mask/ practicing social distancing/ washing hands with clean running water always and sanitising.

Section B (Answers)

6. (a) preaching/ teaching the word of God/ establishing new churches/ healing the people.
(b) a sound as of a great wind came from Heaven and filled the house where the apostles were/ there appeared tongues like those of fire and they sat on each of the disciples/ all disciples were filled with the Holy Spirit/ the apostles began to speak in other tongues.
(c) Peter and John healed a blind beggar, Acts 3:1-10/ Paul heals and is declared God, Acts. 14:8-30/ Paul brings back Eutychus to life, Acts 20:7-12/ Paul heals people Acts 28:1-18/ deliverance