



# A *Practical* Approach to Heritage Studies

## 'O' Level Revision

- With summary notes covering syllabus objectives
- Model ZIMSEC questions and answers



**A *Practical* Approach to**

# **Heritage Studies**

**'O' Level Revision Book**

- *With summary notes covering syllabus objectives*
- *Model ZIMSEC questions and answers*



*Anchors of the schools curricula*

**Published by:**

Secondary Book Press Private Limited  
4<sup>th</sup> Floor, CABS Centre Building,  
Cnr Jason Moyo & 2<sup>nd</sup> Street,  
Harare, Zimbabwe  
Tel: +263 242 771 406 | +263 242 753 201  
Mobile: +263 712 560 870 | +263 788 954 870  
Email: sales@secondarybookpress.co.zw  
Website: www.secondarybookpress.co.zw

**A Practical Approach to Heritage Studies | ‘O’ Level Revision Book****ISBN: 978-0-7974-8551-8**

First Published in 2022

Copyright © Secondary Book Press

Editor in Chief: Munyaradzi Gunduza  
Development Editor: Netty Magura and Mukoko Orleen V. M  
Text and design layout: Beverly Maraya

***Acknowledgements***

*The publisher would like to express heartfelt appreciation and thanks to the following contributors; Thoko Ndebele and Jaquelline Nyakwangwa. Their contribution and devotion are recognised in making this publication a success.*

*Every effort has been made to trace the copyright holders. In the event of unintentional omissions or errors, any information that would enable the publisher to make the proper arrangements will be appreciated.*

*All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the copyright owner.*

# Contents

<b>Topic 1: Socialisation</b> .....	1
<b>Topic 2: Identity: Family Local and national identity</b> .....	6
<b>Topic 3: Cultural Heritage: Norms and values</b> .....	15
<b>Topic 4: National History: Sovereignty and governance</b> .....	22
<b>Topic 5: National Heritage</b> .....	36
<b>Topic 6: Constitution of Zimbabwe</b> .....	41
<b>Topic 7: Rights and responsibilities</b> .....	49
<b>Topic 8: Production and distribution of goods and services</b> .....	57
<b>Topic 9: Global issues</b> .....	67

## Specimen Examination Papers

<b>Specimen Examination 1</b>	<b>Paper 1</b> .....	<b>71</b>
	<b>Paper 2</b> .....	<b>75</b>
<b>Specimen Examination 2</b>	<b>Paper 1</b> .....	<b>77</b>
	<b>Paper 2</b> .....	<b>81</b>
<b>Specimen Examination 3</b>	<b>Paper 1</b> .....	<b>83</b>
	<b>Paper 2</b> .....	<b>87</b>
<b>Specimen Examination 4</b>	<b>Paper 1</b> .....	<b>89</b>
	<b>Paper 2</b> .....	<b>93</b>
<b>Specimen Examination 5</b>	<b>Paper 1</b> .....	<b>95</b>
	<b>Paper 2</b> .....	<b>99</b>
<b>Specimen Examination 6</b>	<b>Paper 1</b> .....	<b>101</b>
	<b>Paper 2</b> .....	<b>105</b>
<b>Specimen Examination 7</b>	<b>Paper 1</b> .....	<b>107</b>
	<b>Paper 2</b> .....	<b>111</b>
<b>Specimen Examination 8</b>	<b>Paper 1</b> .....	<b>113</b>
	<b>Paper 2</b> .....	<b>118</b>
<b>Specimen Examination 9</b>	<b>Paper 1</b> .....	<b>120</b>
	<b>Paper 2</b> .....	<b>125</b>
<b>Specimen Examination 10</b>	<b>Paper 1</b> .....	<b>127</b>
	<b>Paper 2</b> .....	<b>131</b>
<b>Answers</b> .....		<b>133</b>

# INTRODUCTION

Heritage Studies O-Level is a very exciting subject. Heritage Studies O-Level Revision Book covers all the topics and concepts that are found in the ZIMSEC Syllabus and are structured according to the New Curriculum expectations. It summarises the twelve main topics that are in the Syllabus whilst equipping students with relevant information in their preparation for the O-Level Heritage Studies examinations. You must work your way through this study guide to improve your understanding, identify your areas of weakness and correct your own mistakes. To ensure a high-quality pass, you should also substantiate your knowledge other textbooks and your class notes. We are confident that this Heritage Studies study guide can help you prepare well so that you pass the ZIMSEC O-Level exams.

## Overview of the exam for Heritage Studies O-level Study Guide

The exam questions have been arranged topically and in the respective order in which they are taught. The questions are structured typical of ZIMSEC exam standard. Paper 1 carries 40 multiple choice questions which carry one mark each and the student is required to answer all the questions. You are required to answer all the questions. Paper 2 carries 11 structured questions. It is divided into two sections which are section A and B. The candidate is required to answer all questions from section A and choosing any two from section B.

## How to use this study guide

This study guide covers all aspects of the different topics from Form 1 to 4 Heritage Studies curriculum in the order that it is usually taught. The selected aspects of each topic are presented in the following way:

- An explanation of terms and concepts.
- Worked examples to explain and demonstrate.
- Answers for you to use to check your own work.
- Typical ZIMSEC exam papers are included in the study guide for you to practice.
- Cover the answers and do the exercises on your own. Then check your answers.
- Reward yourself for the things you get right. If you get any incorrect answers, make sure you understand where you went wrong before moving onto the next section.

## Top 10 study tips

Try these study tips to make learning easier

- Have all your materials ready before you begin studying – pencils, pens, highlighters, paper and all the other necessary material.
- Be positive. Make sure your brain holds on to the information you are learning by reminding yourself how important it is to remember the work and get the marks.



- Take a walk outside. A change of scenery will stimulate your learning. You will be surprised at how much more you take in being outside in the fresh air.
- Break up your learning sections into manageable parts. Trying to learn too much at one time will only result in a tired, unfocused and anxious brain.
- Keep your study sessions short but effective and reward yourself with short, constructive breaks.
- Teach your concepts to anyone who will listen. It might feel strange at first, but it is worth reading your revision notes aloud.
- Your brain learns well with colours and pictures. Try to use them whenever you can.
- Be confident with the learning areas you know well and focus your brain energy on the sections that you find more difficult to take in.
- Repetition is the key to retaining information you must learn. Keep going, do not give up.
- Sleeping at least 8 hours every night, eating properly and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like strenuous exercise, so you must be prepared physically.

### Question words to help you answer questions

It is important to look for the question words (words that tell you what to do) to correctly understand what the examiner is asking. Use the following table as a guide when answering questions.

<b>Account for –</b>	explain the cause of; explain why; give reasons for.
<b>Analyse–</b>	separate; examine and interpret critically; positives and negatives; pros and cons argue put forward reasons in support of or against a statement.
<b>Classify –</b>	place things with similar characteristics in the same group; to arrange according to type or sort.
<b>Comment –</b>	give your opinion, based on facts.
<b>Compare –</b>	to list both similarities and differences.
<b>Contrast –</b>	stress the differences between things, events or problems.
<b>Distinguish–</b>	Look for differences between.
<b>Define –</b>	give a concise and clear meaning.
<b>Demonstrate –</b>	show or make clear; illustrate or explain; prove by reasoning and evidence (note that you can give examples).
<b>Describe –</b>	list the main characteristics of something; give an account of (note that a diagram or map may be part of a description).
<b>Discuss –</b>	give the reasons for your statement; present both sides and reaching a conclusion
<b>Evaluate –</b>	express an opinion, using evidence, of how good/bad, negative/positive, successful/unsuccessful something is.
<b>Explain –</b>	make clear, interpret, and spell out the material you present. Give reasons for differences of opinion or of results.
<b>Give –</b>	to state facts without discussions or explanations (note that you may be asked to ‘give a reason’).
<b>Identify –</b>	name a feature from the source material.

- Interpret** – to give an explanation of; to give the meaning of.
- Justify** – give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives.
- List** – present concise, itemised information in bullet points or table form.
- Outline** – provide a brief account of relevant information.

### Study skills to boost your learning

This guide makes use of three study techniques you can use to help you learn the material:

- Mobile notes
- Mnemonics
- Mind maps

#### Mobile notes

Mobile notes are excellent tools for learning all the key concepts in the study guide. Mobile notes are easy to make and you can take with them with you wherever you go:

1. Fold a blank piece of paper in half. Fold it in half again. Fold it again.
2. Open the paper. It will now be divided into 8 parts.
3. Cut or tear neatly along the folded lines.
4. On one side, write the basic concept.
5. On the other side, write the meaning or the explanation of the basic concept.
6. Use different colours and add pictures to help you remember.
7. Take these mobile notes with you wherever you go and look at them whenever you can.
8. As you learn, place the cards in three different piles:
  - I know well
  - Getting there
  - I need more practice
9. The more you learn them, the better you will remember them.

#### Mnemonics

A mnemonic code is a useful technique for learning information that is difficult to remember. This is an example of a word mnemonic using the word MAPPING where each letter of the word stands for something else:

**M** – **M**ake an effort

**A** – **A**pply yourself to your studies

**P** – **P**ractise, practise, practise your mapwork

**P** – **P**repare well for the exams



**I – Ignite** your passion for Geography

**N – Notice** your subject around you

**G – Go** for it – the stars are the limit!

Mnemonics code information and make it easier to remember. The more creative you are and the more you link your ‘codes’ to familiar things, the more helpful your mnemonics will be. This guide provides several ideas for using mnemonics. Be sure to make up your own.

### **Mind maps**

There are several mind maps included in this guide, summarising some of the sections. Mind maps work because they show information that we have to learn in the same way that our brains ‘see’ information. As you study the mind maps in the guide, add pictures to each of the branches to help you remember the content. You can make your own mind maps as you finish each section.

#### **How to make your own mind maps:**

1. Turn your paper sideways so your brain has space to spread out in all directions.
2. Decide on a name for your mind map that summarises the information you are going to put on it.
3. Write the name in the middle and draw a circle or bubble or picture around it.
4. Write only key words on your branches, not whole sentences. Keep it short and simple.
5. Each branch should show a different idea. Use a different colour for each idea. Connect the information that belongs together. This will help build your understanding of the learning areas.
6. Have fun adding pictures wherever you can. It does not matter if you can not draw well.

#### **Top 10 exam tips**

1. Make sure you have all the necessary stationery for your exam, i.e. pens, pencils, eraser, protractor, compass, calculator (with new batteries), as well as your ID document and exam admission letter.
2. Arrive on time, at least one hour before the start of the exam.
3. Go to the toilet before entering the exam room. You do not want to waste valuable time going to the toilet during the exam.
4. Use the 10 minutes reading time to read the instructions carefully. This helps to ‘open’ the information in your brain. Start with the question you think is the easiest to get the flow going. Break the questions down to make sure you understand what is being asked. If you do not answer the question properly you will not get any marks for it. Look for the key words in the question to know how to answer it. A list of these words is on page ii of this study guide.
5. Try all questions. Each question has some easy marks in it so make sure that you do all the questions in the exam.
6. Never panic, even if the question seems difficult at first. It will be linked with something you have covered. Find the connection.
7. Manage your time properly. Do not waste time on questions you are unsure of. Move on and come back if time allows.



8. Check weighting – how many marks have been allocated for your answer? Take note of how marks are allocated to the questions in this study guide. Do not give more or less information than is required.
9. Write big and bold and clearly. You will get more marks if the marker can read your answer clearly.

### Common errors

- Candidates deliberately ignore reading examination instructions.
- In paper 2, some candidates answer questions from one section or answer only three questions from section A instead of all the questions.
- Improper numbering or failure to number their presentation properly.
- Candidates fail to comply with the demands of the question.
- Mostly in paper 2, candidates may be able to raise points but fail to explain or expand the points appropriately.

## Objectives

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

- *define socialisation.*
- *list socialising agents in the home.*
- *examine the role of each family member in socialisation.*
- *assess the impact of the school on socialisation.*
- *state the role of the community in socialisation.*
- *explain the socialisation process in the community.*
- *identify forms of ICT.*
- *outline the role of media in the socialisation process.*
- *assess the impact of media on socialisation.*

## Introduction

This chapter defines socialisation and identifies socialisation agents. The role of each socialisation agent is explored and also the significance of the community at large in the whole process. The role of media as well as its impact on socialisation are discussed in depth.

## Socialisation

- Socialisation is a lifelong process in which people learn to interact with others while sharing and acquiring different cultures.

- Socialisation cannot occur in isolation of people or a community, therefore, it can only be effected through various agents. These may include and not be limited to, a home, school, village, suburb, workplace or church.

## Socialisation agents

- Family
- School
- Community
- Work
- Religion

## Socialisation in the home

- A home is made up of individuals that share the same origin, identity and biological or adoptive background.
- In the home, one may find different types of family, each of which has a role in socialisation.
- Different family types may inculcate different positive and or negative norms and values in an individual or a child.
- At home, a child is taught norms like respect for elders, responsibility in doing household chores, kindness and obedience.

## Role of family members in socialisation

### A mother:

- nurtures children.
- provides norms and values.

- introduces religion.
- teaches language.
- teaches good morals.
- teaches household chores/duties.
- instils discipline.

#### **A father:**

- leads the family as the head.
- provides moral support.
- instils sense of security.
- directs the family.
- provides for the family.
- instils sense of identity.
- instils discipline.
- problem solver.

#### **Siblings:**

- provide companionship.
- provide comfort.
- serve as play partners.
- teaches language.
- role models for younger ones.

### **Socialisation in school**

A major objective of socialization in the school setting is to make a child socially competent. A child must develop skills that allow him or her to function socially, emotionally and intellectually within the school environment. The school is a community that operates under rules and regulations to be adhered to maintain order. It helps in the following:

- it supports family norms and values.
- it teaches skills.
- it identifies inherent talents.
- helps students explore their talents to reach their fullest potential.
- helps encourage external interaction and the co-existence of people within a community.
- prepares individuals for the future.

### **Socialisation at work**

Socialization increases motivation among employees. Generally, when employees socialize in an organization, it allows them to shape the way they view work habits, teamwork, and sharing of information, which are all significant factors for a growing business. Each workplace is a community with set rules and guidelines that should be adhered to for an individual to continue to exist and co-exist in that given environment. Socialisation at work helps in the following:

- inculcates general and specific norms and values in an employee.
- fosters respect for authority.
- promotes punctuality.
- emphasises productivity.
- encourages transparency and accountability.

### **Socialisation in the community**

Socialisation in the community may involve interacting with friends and family, being told to obey rules, being rewarded for doing chores, and being taught how to behave in public places. These enable a person to function within his or her culture. Socialization is important because it helps uphold societies and cultures; it is also a key part of individual development. It is also important to highlight the concept of the phrase “it takes a village to raise a child” which originates from an African proverb and conveys the message that it takes many people “the village” to provide a safe, healthy environment for children, where children are socialised and given the security they need to develop and flourish and to be able to realize their hopes and dreams. How one interacts with other human beings and nature, or the Creator, was and still is the guiding principle.

Socialisation in the community helps in the following:

- promotes cleanliness of the environment.
- encourages observance of council rules and acts of kindness.
- teaches respect for each other.
- promotes authority and teaches responsible citizenship.

### Socialisation in religious organisations

- Religious organisations are governed by doctrines and their norms and values are derived from their religious beliefs.
- Religious groups within the society may include Christianity, Islam, Rastafarianism, Hinduism, African Indigenous Religion among others.
- Promotes humanity.
- Teaches good norms and values within the society.
- Teaches respect.

### Forms of media

There are two types of media; print media and electronic media.

- Print media includes, yet not limited to newspapers, books, scripts, journals and letters.
- Electronic media includes cellphones, radios, televisions and computers.

### The role of media on the socialisation process

There are **four** major roles of media, which are;

- **Agenda setting** - this is the ability of media houses to pick on topical issues at a given time. This usually involves repeated publication of the

same headline for a lengthy period, and within the shortest possible breaks.

- **Informative role** - this is the ability of the media to provide facts and analysis of events that will be happening with the purpose of educating the public. Awareness campaigns are an example of such headlines.
- **Entertainment** - this is when media provides joy and excitement through various forms of publications for example, drama, song, music, movies, jokes.
- **Interpretive role** - the media can provide analysis columns or editorial comments on prominent issues and usually answer how an event happened, why it happened, when and where it took place.

### Effects/Impacts of media in socialisation

These are the effects that different types of media have on the interaction between different groups of people. The effects are both positive and negative.

#### Positive effects

- Allows social connections to take place.
- Teachings on good health practices like hygiene and safe medical practices or knowledge on the use and effectiveness of natural herbs.
- Recognition of human rights and children's rights.
- Awareness on bad criminal offences and bad religious practices.
- Spread of knowledge on democratic governance.
- Promotion of humanitarian activities.
- Teaching of social and economic skills.
- Discovery of talents to promote creative arts industry.

- Awareness on environmental laws and global issue.
- Growth of trade and international relations (globalisation).
- Spread and advancement of technology and invention.
- Provided entertainment.

### Negative effects may include:

- Culture dilution.
- The spread of violence through violent films, wars, violent music.
- The spread of discriminatory practices against individuals, groups, nations.
- Promotion of cults.
- Condoning of abusive and or criminal practice.
- Spread of addictions, alcohol and drug abuse.
- Provides a platform for hacking to take place.
- Promotes false beauty and identity.

### Forms of ICT

There are four main types of communication technology that have contributed to the ease of sending messages: telephone, radio, television, and internet.

- **Telephone:** It revolutionized verbal communication. People can talk to each other from any place in the world, strengthening relationships and eliminating the worries of long distance communication. Examples of telephones include the landline which is connected to a cable and a cellphone which is wireless.
- **Radio:** About twenty years after the telephone, communicating using the radio came into play. Another innovation in the realm of verbal communication, radio is used to reach

sizable audiences, as opposed to just one person on the other end of a phone. The radio's ability to reach a large audience at a low cost continues to motivate a lot of communicators to take full advantage of the tool.

- **Television:** It is another way to reach extensive audiences, but it brought a new perk to the table: visual communication. Some information is hard to describe using just words. Television provides audiences with the best of both worlds: information and visuals to accompany it. This advantage caused the television to replace the radio as the leading tool for mass communication.
- **Internet:** The internet eliminates the need for communicators to have a separate device for each different type of communication technology. The internet successfully combines all types of communication technology and houses them in one place. It provides the largest array of information and communication sources known to man. Verbal and non-verbal communication can be accomplished with video conferencing software. Written messages can be sent through email. Electronic versions of pictures can be sent to and from any internet device.

### ICTs in socialisation

As ICT has become ubiquitous, faster and increasingly accessible to non-technical communities, social networking and collaborative services have grown rapidly enabling people to communicate and share interest in many more ways. Sites like Facebook, Twitter, LinkedIn and YouTube to mention but a few.

The following can be helpful ways to engage with others using modern technology:

- Use of online video chat platforms to connect with friends and family, host a virtual party or holiday celebration, play a game, cook or do an art project together through the computer.
- Join an online club such as a book, running, music, knitting, writing or spiritual club. There are online groups for every interest and finding those with similar hobbies and skill sets can help you feel part of something.
- Taking an online class. If you have been thinking about going back to school, getting a certificate or just learning something new, now is a good time to explore those ambitions.
- Joining an online workout to keep those endorphins going. You can find several videos on the SamFit Facebook page to help keep you active at home.

## Objectives

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

- *distinguish different relationships within different types of families.*
- *assess the roles of family members in the home, community and nation.*
- *identify language aspects that have national identity.*
- *explain the use of indigenous hunting and productive tools.*
- *list the national identification documents.*
- *explain the importance of possessing national identification documents.*
- *explain the significance of totem systems.*
- *explain the use of various indigenous herbs.*
- *explain the importance of upholding indigenous languages and cultures.*
- *describe the role of the family and the community in shaping one's identity.*
- *list the indigenous community gatherings and events.*
- *identify indigenous ceremonial tools.*
- *define the concepts of monogamy and polygamy.*
- *explain the significance of indigenous wise sayings.*

## Introduction

The chapter discusses the key concepts of identity from family, community to national level. The

importance of personal identity will be explored in regards to documents, language, totems and tools. Identity may not be fully covered without an insight into indigenous practices and religious ceremonies. The holistic approach is designed to make learners understand who they are.

## Types of families

### 1. One parent

Refers to a family with children under the age of 18 headed by a parent who is divorced, widowed or never married.

### 2. Child headed

- A family in which a minor or a teenager is head of the family.
- A child headed household is one where there are no adult carers available and children live on their own.

### 3. Monogamous

- The family consists of two parents and children.
- This is when two individuals are in a partnership or relationship and there are no more than two people in the relationship.

### 4. Polygamous

A family where the husband has more than one wife.



## Roles in the home

	Home	Community	Nation
Father	Head of the family. Provision of food. Making important decisions.	Participate in community economic activities. Cleaning communities.	Educate the child. Promote good use of resources.
Mother	Manages household chores Nurturing children.	Transmit societal norms and values.	Help nation by protecting the rights of children.
Grandparents	Mentors children. Spiritual guiders.	Transmit norms and values.	Teaching history of the nation.
Children	Help parents in doing household chores.	Cleaning their communities.	Promote good use of natural resources.

## Language and national identity

- Language is a systematic means of communicating ideas and feelings by use of sounds, signs.
- It can also be written or spoken.
- Identity refers to a sense of belonging to a nation. Language is an important aspect of cultural identity.

### (a) Proverbs

A traditional way of saying the truth, or advising about a certain behaviour. For example, *Kwabo kagwala akula sililo/Gwara harina rinda* meaning “The house of a coward does not mourn”.

### (b) Idioms

These are phrases that have a meaning of their own and cannot be understood from the meaning of individual words for example, *lilanga liphuma* meaning she is very beautiful.

### (c) Riddles

This is a phrase with whose meaning is a puzzle for example, in Ndebele *Ngikulibha bhoda ngale sihlangane phambili* - it is a belt. In Shona, *Pota nekoko tisangane* - it is a belt.

### (d) Folklore

These are stories that use animals as characters with the aim of teaching norms and values of a society.

## Indigenous hunting and production tools

### (a) Indigenous hunting tools:

#### (i) Traps

Cage traps - They are designed to catch the live animals. Food is usually used to lure the animals into the trap.

#### (ii) Snares

- Mostly used to catch wild animals.
- Snare traps the wild animal around the neck or body.

#### (iii) Spears

A pole weapon with a sharp point, normally thrown at the animal.

#### (iv) Bows and arrows

Uses a flexible arc and an arrow to shoot animals from a distance. Arrows were usually poisoned.

## Objectives

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

- *explain the importance of unhu/ubuntu/vumunhu.*
- *describe the norms and values at home, school, community and workplace.*
- *describe indigenous and contemporary heirship practices.*
- *explain rites of passage in different ethnic groups in Zimbabwe.*
- *outline advantages and disadvantages of different indigenous courtship practices.*
- *discuss age of consent to marriage as per constitution of Zimbabwe.*
- *identify the main features of indigenous Zimbabwean culture.*
- *describe Zimbabwean birth and death rites.*
- *describe the various inheritance and heirship practices of indigenous families and societies.*
- *list contemporary courtship practices and compare the contemporary and indigenous courtship practices.*
- *explain the role of indigenous marriage counsellors.*
- *explain the significance of indigenous forms of entertainment.*
- *describe the importance of dance and drama as forms of entertainment, leisure and employment.*
- *identify Zimbabwean and foreign norms and values.*

- *identify the threats to indigenous culture in Zimbabwe.*
- *explain the roles of man and woman in marriage.*
- *explain the importance of sport, arts, and culture.*

## Introduction

The topic focuses on the various aspects of Zimbabwean cultural heritage. Special emphasis is given to various norms and values that shape our societies.

## The concept of unhu/ubuntu/vumunhu

Unhu/ubuntu refers to the good behaviour accepted by society. Ubuntu is an African philosophy that places emphasis on being human through other people. A person with unhu upholds the cultural standards, expectations, values and norms of a society.

## Concept and attributes

### (a) Tolerance

Ability or willingness to be patient/to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.

### (b) Integrity

Having strong moral principles. A person with integrity behaves ethically and does the right things.

### (c) Oneness

Being united for a purpose. It is a strong feeling of closeness to one another.

## Objectives

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

- *describe the economic, social and political systems of the San and the Khoikhoi.*
- *outline the heritage passed on by the San and Khoikhoi.*
- *explain the significance of chieftainship.*
- *describe how indigenous leaders were enthroned.*
- *identify the Early Iron Age societies.*
- *outline the social, economic and political activities of the Late Iron Age societies.*
- *explain the contributions made by Iron Age societies to contemporary development.*
- *define colonisation.*
- *outline the causes of colonisation in Africa.*
- *outline the terms of the Berlin Conference.*
- *identify the treaties that led to the colonisation of Zimbabwe.*
- *outline the events that led to the Anglo-Ndebele war.*
- *outline the events and effects of the first Chimurenga.*
- *identify the heroes and heroines of the first Chimurenga.*
- *assess the role played by foreign groups in the colonisation of Zimbabwe.*
- *outline the economic, political and social gains of independence.*
- *describe the challenges faced by the government after independence.*
- *identify local government structures.*
- *identify the different systems of government.*
- *define the structure and function of central government.*
- *describe the regional and international organisation to which Zimbabwe is a member.*

## Introduction

This chapter evaluates precolonial societies, the enthronement of leaders and the general political, economic and social organisation of the Iron Age states. The chapter will discuss the reasons for the Chimurenga war, its effects and aftermath. The structures put by independent Zimbabwe shall be discussed as well as Zimbabwe's participation in regional and international affairs.

## Precolonial societies

These are societies that existed before colonisation for example the San, the Khoikhoi and the Iron Age states.

### 1. The San

The San are the oldest inhabitants of Southern Africa, who have lived for at least 20 000 years. The term San is commonly used to refer to a diverse group of hunter-gatherers living in Southern Africa who share historical and linguistic connections.

The San were also referred to as Bushmen, but this term has since been abandoned as it is considered derogatory.

#### **(a) Social organisation**

- The San moved in bands of three to four families.
- These units had men who jointly hunted wild animals and birds with poisoned arrows. These animals and birds were a source of food for the unit.
- They led a nomadic way of life and their population was small and scattered in the region.
- They lived in caves and spent their leisure time painting on rocks.
- The San were polygamous and they paid bride price.
- The San belief system generally observes the supremacy of one powerful god, while at the same time recognizing the presence of lesser gods along with their wives and children.
- Religious ceremonies like adult initiation, celebration of new and full moons were also done.
- Their main food was animals and birds, they also ate roots and other items gathered by the women.

#### **(b) Political organisations**

- The San had no formal political authority.
- They had no chiefs but governed themselves through group agreement.
- Disputes were resolved through lengthy discussions where all involved have a chance to make their thoughts heard until some agreement is reached.

#### **(c) Economic organisations**

The San hunted, gathered wild fruits and also fished.

## **2. The Khoikhoi**

The Khoikhoi were the first native people to come into contact with the Dutch settlers in the mid 17<sup>th</sup> century. As the Dutch took over land for farms, the Khoikhoi were dispossessed, exterminated, or enslaved and therefore their numbers dwindled.

#### **(a) Social organisation**

- The Khoikhoi lived in groups of 100 or more.
- They lived in round huts covered in grass and green branches and also covered in reed mats.
- Their cattle kraal was at the centre of the village to protect them from thieves or wild animals.

#### **(b) Political organisations**

- The Khoikhoi had a hierarchical political structure.
- The Khoikhoi had chiefs, hearken, elders and servants.
- The Khoikhoi chief was responsible for maintaining harmony and making decisions.
- The role of the chief was hereditary.

#### **(c) Economic organisations**

The Khoikhoi's major economic activity was livestock production though hunting and gathering was also practiced.

### **Heritage passed down by San and Khoikhoi**

- Use of animal skin as clothing.
- Craftwork.
- Jewellery making.
- Wearing of shawls by older women.
- Use of plants as medicine.
- Rock paintings.

- Launching of the Educational Transition Fund.
- Buying of educational material.
- Spreading computerised education.
- Rural electrification programs.
- Building of roads and other infrastructure to support education.
- Establishment of universities in each province nationwide.
- Increasing the number of polytechnics and vocational training colleges.
- Introduction of the new curriculum.

### Challenges in education

- Infrastructural pressure.
- Double sessioning.
- Overcrowded classrooms.
- Insufficient learning and teaching material.
- Poor teacher remuneration.
- High tuition.
- Shortage of specialised teachers.

### 3. Housing

- Providing land through the City Councils.
- Availing building funds through building societies and banks.
- Providing building material in rural areas.
- Building of students and staff accommodation at universities and colleges.

## Zimbabwe as a member of regional and international organisations

- Zimbabwe like other African nations has adopted regional and economic cooperation through joining SADC, AU, COMESA, NAM and UN.
- Zimbabwe's duty at the SADC is to ensure crop production, agriculture and natural resources.

## SADC objectives

- To foster democracy.
- To maintain peace and security.
- To end poverty.
- To enhance the standard and quality of life.
- To support the socially disadvantaged.
- To achieve economic development.
- To foster sustainable development.

## The African Union objectives

- To unite people of Africa.
- To promote political, economic and social integration.
- To defend the independence of its members.
- To encourage international cooperation.
- To promote peace, security and stability.
- To promote good governance and democracy.
- To promote human rights.
- To improve living standards of African people.
- To promote good health.

## COMESA objectives

- The major goal was to foster sustainable growth and development among the member states.
- Promote joint economic development.
- Promote cross-border domestic investments.
- Promote international relations.

## Non-Aligned Movement (NAM) objectives

- To ensure national independence.
- To promote sovereignty in nations.
- To foster territorial integrity and security.

- To promote mutual respect for each other's sovereignty and integrity.
- To promote mutual non-aggression and non-interference in domestic affairs of its members.
- To promote peaceful coexistence of its members.

### **United Nations objectives**

- To maintain international peace and security.
- To foster friendly relations among member states.
- To promote cooperation in solving economic, social, political, cultural and humanitarian problems.

### **Benefits of regional and international relations to Zimbabwe**

- Funding from SADC, UN and the African Development Bank.
- Reduction of operational costs for airlines, by COMESA.
- Promotion of regional and international trade.
- Political cooperation.

## Objectives

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

- *define national heritage.*
- *identify liberation war heritage sites in neighbouring countries.*
- *identify and explain the significance of world heritage sites within Zimbabwe.*
- *outline the national school pledge.*
- *explain the relationship between the national school pledge, the national flag and the national anthem of Zimbabwe.*
- *describe government effort to improve access to natural resources in Zimbabwe.*
- *evaluate the effectiveness of government efforts.*

## Introduction

This unit will define national heritage and go on to identify liberation war heritage sites. It shall also outline the national symbols that identify Zimbabwe as a country as well as their significance to people. Government effort in improving people's access to natural resources, will be discussed below.

National heritage is defined as the historical, cultural significance of a nation which is passed down from one generation to the other.

## National heritage

- A country's heritage is all the qualities, traditions, or features of life there that have continued over many years and have been passed on from one generation to another.
- It refers to the places, arts, culture and natural environment that have been passed from the various generations and are being maintained in the present and will be presented to future. It reflects the identity of a country and its people.

## National symbols, monuments and shrines

### Liberation war heritage sites

#### 1. Chimoio

This was a refugee camp for ZANLA fighters in Mozambique.

- It had sub-camps under it, namely; Osisiba for women, Chaminuka the main ZANLA security camp, Chindunduma for young school children, Percy Ntini the logistic base, the garage where vehicles were repaired and serviced and also Takawira Base Two camp for males.
- The Rhodesian forces used deception to blind the guerrillas after which they bombed Chindunduma, killing children and civilians there.



## 2. Nyadzonya

- Rhodesian Selous Scouts attacked this place on 9 August 1976 under code name Operation Eland.
- They used four ferret armoured vehicles and seven armoured Unimogs, all disguised under FRELIMO.
- Attack was led by sellout former ZANLA commander Morrison Nyathi.
- Nyathi assembles the guerrillas and blew the whistle on them which led to the massacre of over a thousand people.

## 3. Freedom camp

- Situated 30km North of Lusaka.
- A transit camp donated by the then President of Zambia.
- On 28 October 1978 the Rhodesian forces bombed the area while freedom fighters were on parade.
- Over 400 people died and were buried in a mass grave.

## Significance of liberation heritage sites

- Reminds Zimbabweans of the sacrifice made by freedom fighters, losing their lives for freedom.
- The brutal massacres by Rhodesians create people's loyalty to safeguard the gains of our independence.
- Makes Zimbabweans to appreciate the assistance of neighbouring countries in our quest for independence.
- Helps people trace the reasons behind the struggle for independence and how it was fought.
- They form a huge part of our heritage and identity.
- Makes people appreciate the role of freedom fighters in achieving independence from colonial rule.

## World heritage sites

This is defined as a landmark that is officially recognised by the United Nations. In Zimbabwe we have three heritage sites;

### (a) Matopo Hills

- Was given world heritage status in 2003.
- Covers 3100km<sup>2</sup> of which 424km<sup>2</sup> square metres are a national park.
- Named by Mzilikazi.
- Situated 35km South of Bulawayo and South West of Zimbabwe.
- Dominated by kopjes.
- Has balancing rock formations created by soil erosion.
- Has the highest concentration of pre-historical paintings.
- At the summit Malindidzimu are the remains of Cecil John Rhodes.
- Has community shrines and sacred places such as Njelele.

### (b) Victoria Falls

- Situated in Matabeleland North, it was accorded world heritage status in 1989.
- Local people named it Mosi-oa-Tunya meaning the smoke that thunders.
- The property was protected under National Heritage Conservation in 1998 and Zambian Wildlife Act.
- Has largest curtain of falling water in the world, 1708m wide, 500 million litres of water per minute and 8 spectacular gorges.
- Breeding place for the Taita falcon and the black eagle.

### (c) Great Zimbabwe

- Situated 27km South East of Mashingu, it was given world heritage status in 1986.

## Objectives

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

- *explain the process of constitution formulation.*
- *summarise the contents of the Zimbabwean Constitution.*
- *explain the importance of the Zimbabwean Constitution.*
- *define the concept of human rights.*
- *outline the provisions of the declaration of human rights.*
- *define the concept of citizenship.*
- *define rules and laws.*
- *identify types of courts in Zimbabwe.*
- *describe the functions of Zimbabwean courts.*
- *explain the significance of the key features of the constitution.*
- *describe the Zimbabwe electoral system.*
- *outline the major provisions of the Lancaster House Constitution.*
- *explain the reasons for the enactment of a new constitution.*
- *assess the importance of a home-grown constitution.*

## Introduction

The topic focuses on the constitutional development in Zimbabwe. The key features of the constitution will be outlined as well as the role of the citizens in the constitution making process. Attention will also be given to the importance of the home-grown constitution.

An insight will be covered on how government institutions are expected to run as per the constitution.

## The constitution making process

### Step 1

When a previous constitution does not provide expectations of the people, leaders and opposition groups meet to discuss a way forward.

### Step 2

Preparation of essential features to be involved in the constitution.

### Step 3

Consultation of the public on issues raised by an appointed commission.

### Step 4

Debating the findings of the commission and adopting a draft constitution.

### Step 5

A national referendum is called to ratify the constitution.

## Rationale for a new constitution in Zimbabwe

### 1. Dual citizenship

The previous constitution does not allow aliens to vote.

## Objectives

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

- *identify the different forms of natural resources and explain how they can be preserved.*
- *identify the causes of droughts and floods.*
- *analyse the effects of droughts and floods.*
- *list the different types of pollution and suggest ways to reduce them.*
- *define natural and man-made disasters.*
- *identify pandemics and chronic illnesses globally.*
- *assess the political, social and economic impact of pandemics and chronic illnesses.*
- *evaluate mitigation measures to reduce pandemics and chronic illnesses globally.*
- *define the concept of human trafficking.*
- *state the causes of human trafficking and suggest ways of reducing human trafficking globally.*

## Introduction

This unit identifies forms of natural heritage and how climate change affects them. There are methods that can be employed in order to mitigate the harm caused by climate change. Other global issues are also explored for example, pollution, disasters, droughts, diseases, human trafficking and its impact globally.

## Types of natural resources

Natural resources are God made materials that are present in nature which can be used as a source of wealth.

- Renewable resources – continually supplied and can be renewed though they are not finite for example plants, water and animals.
- Non-renewable resources – they are inorganic material that cannot be renewed once used for example minerals.
- Perpetual natural resources – these are resources that are finite or last for many years without being exhausted for example the sun, moon or wind.

## Preservation of natural resources

- Trees can be replanted and grafted.
- Water can be recycled.
- Animals can be kept and breeding promoted.
- Minerals can be preserved if people do not over mine.
- Perpetual natural resources can be kept as stored energy in man-made gadgets.

## Land degradation

This is a process in which the value of the biophysical environment is affected by a combination of human processes the land.

## Causes

- Deforestation.
- Overheating.
- Agricultural practices.
- Uncontrolled gold panning.
- Industrialisation.
- Urbanisation.
- Poor land tenure policies or poor legislation.

## Effects of land degradation

- Deterioration of the chemical and physical properties of soil.
- Quickens soil erosion.
- Reduces primary productivity of plant communities.
- Decline in bio-diversity.
- Increased hazards of human occupancy.
- Reduces the soil capacity to sustain plant growth.

## Mitigation measures of land degradation

- (a) Strip farming.
- (b) Crop rotation.
- (c) Ridge and furrow formation.
- (d) Dam construction.
- (e) Contour farming.
- (f) Planning ahead.
- (g) Use of land surveys.
- (h) Passing of good legislature.

## Climate change

This is the gradual shift in the overall environment or temperatures in the atmosphere.

### Causes of climate change

Human causes include burning fossil fuels, deforestation and urbanisation.

Natural causes include changes in the earth's orbit, intensity of the sun, circulation of the ocean, atmospheric and volcanic activity.

## Effects of climate change

- Illnesses and infectious diseases.
- Extreme weather patterns.
- Ozone depletion.
- Loss of biodiversity.
- Increased veld fires.
- Weakening food-producing systems.
- Melting of glaciers and polar ice.
- Rising of sea levels.
- Increased droughts.
- Increased flooding.
- Extinction of natural resources.
- Air pollution.

## Mitigation measures of climate change

- Building seawall to protect people against sea level rise.
- Lowering the level of greenhouse gases in the atmosphere.
- Planting trees in order to absorb carbon dioxide from the air.
- Practise energy efficiency.
- Increase use of renewable energy sources.
- Electrification of industrial processes.
- Efficient means of transportation.
- Building of more secure infrastructure.
- Landscape restoration and reforestation.
- Conserve energy and natural resources.
- Use recycling methods.

## Drought

Refers to prolonged lack of rain over a long period of time.

### Causes of drought

Changes in the weather patterns that move clouds and moisture in the atmosphere.

**EXAMINATION PRACTICE 1****PAPER 1****4006/1****Time:** 1 hour 15 minutes

Additional materials: Multiple choice answer sheet

Answer **all** questions. For each, there are four possible answers **A, B, C** and **D**. Choose the **one** that you consider correct and record your choice in soft HB pencil on a separate answer sheet provided.

1. Socialisation can be defined as
  - A. the things we do.
  - B. parental guidance.
  - C. growing up from infancy to adulthood.
  - D. a life-long social experience where individuals share their customs and beliefs.
2. The most crucial stage of socialisation is
  - A. adolescence.
  - B. childhood.
  - C. retirement.
  - D. adulthood.
3. The concept of giving genuinely to the needy in the society can be referred to as
  - A. philanthropy.
  - B. kindness.
  - C. love.
  - D. donation.
4. Which of the following is **not** an agent of socialisation?
  - A. Family.
  - B. Church.
  - C. Song.
  - D. Media.
5. Peer pressure in adolescents can lead to the following negative impacts **except**
  - A. drug and alcohol abuse.
  - B. high achievement.
  - C. teenage pregnancies.
  - D. theft.
6. Media is considered the most powerful tool in communication because
  - A. it is easily accessible.
  - B. it is available in print and electronic form.
  - C. it distributes a wide range of information globally.
  - D. it is entertaining.
7. The following are the roles of media **except**
  - A. intimidating the audience.
  - B. informing the public on events.
  - C. interpreting events.
  - D. entertaining people.
8. Which in Zimbabwe can be considered as the most accessible form of communication?
  - A. Internet.
  - B. Television.
  - C. Radio.
  - D. Newspapers.
9. The excessive control of media by a few elite people is called
  - A. elitism.
  - B. indoctrination.
  - C. politics.
  - D. hegemony.

10. Information that is transmitted on a gadget is termed
- A. hardcopy information.                      B. softcopy information.  
C. data.    D. USB.
11. When media is termed the Fourth Estate, it simply means
- A. it is very powerful.  
B. it is owned by four estates.  
C. it has four major roles.  
D. it shapes and influences the course of politics the world over.
12. The following are forms of personal identity **except**
- A. academic certificates.                      B. name.  
C. totem.    D. dress.
13. A totem is used
- A. as a first name.  
B. as a mockery.  
C. as the name of an animal.  
D. to identify someone's ancestry and thank them for doing something good.
14. In African heritage, the way people dress can reflect their
- A. complexion.                                      B. body type.  
C. favourite colours.                              D. beliefs and character.
15. What is an anthropologist?
- A. A person who is educated.  
B. A person who is into anthropology.  
C. A person who studies culture.  
D. A scientific experiment.
16. A family consists of two or more individuals who are related by all of the following **except**
- A. birth.                      B. marriage.                      C. adoption.                      D. wealth.
17. The process of passing down information from one generation to the other is known as
- A. anthropology.                      B. oral tradition.                      C. archaeology.                      D. folktales.
18. Kurova guva/umbuyiso ceremony was done in order to
- A. bring back home the spirit of the deceased.  
B. revenge on bad luck.  
C. bewitch the ones who killed a loved one.  
D. link the family with the ancestors.
19. The process of graduating from one stage of life to the other is termed as
- A. a graduation.                                      B. reincarnation.  
C. initiation.    D. rites of passage.

20. Norms and values at the workplace include the following **except**  
 A. punctuality.      B. laziness.      C. productivity.      D. accountability.
21. The following are threats to norms and values in the school **except**  
 A. break time.      B. bullying.      C. peers.      D. noise making.
22. In the Shona culture the most important birth rite is  
 A. rukuvhute.      B. kusungirwa.  
 C. kugadzirwa nhova.      D. kutema rukawo.
23. In the African indigenous culture the relatives of the bereaved visit the gravesite early in the morning so as to  
 A. check if witches visited the place.      B. greet the dead.  
 C. try wake the dead up.      D. sweep the grave area.
24. The most immediate issue to resolve after the death of a father within an African home, is  
 A. inheritance.      B. kurova guva.      C. mourning.      D. memorial.
25. In traditional marriages, the following rituals are performed **except**  
 A. exchange of gifts between husband and wife.  
 B. public kissing.  
 C. payment of bride price.  
 D. traditional celebration ceremony.
26. Which of the following traditional herb treats burns, rashes, asthma, arthritis and prostate issues?  
 A. Aloe vera.      B. Blackjack.      C. Zumbani.      D. Ntolwani.
27. The following tools were used in the Iron Age **except**  
 A. handaxe.      B. knives.      C. hoes.      D. spears.
28. Which of the following components in Iron Age are a major contribution to contemporary societies?  
 A. Songs and dances.  
 B. Craftwork and medicine.  
 C. Clothing and language.  
 D. Architecture and writing.
29. In the colonial era, national resources were distributed  
 A. in an equal and fair manner.  
 B. according to levels of education.  
 C. according to wealth.  
 D. in a racial manner.
30. Which of the following natural resources was the major force behind the liberation struggle?  
 A. Land.      B. Water.      C. Minerals.      D. Taxation.



31. Which document officially legalised the occupation of land in Rhodesia?
  - A. The Land Apportionment Act (1930).
  - B. Native Land Husbandry Act (1951).
  - C. The Lippert Concession (1889).
  - D. The Matabeleland Order in Council Act (1894).
32. Which of the following natural resources has been a source of conflict in Africa?
  - A. Water.
  - B. Gold.
  - C. Asbestos.
  - D. Trees.
33. The first war of dispossession fought between the people of Zimbabwe and the British was the
  - A. first Chimurenga.
  - B. pioneer column.
  - C. war of independence.
  - D. Anglo-Ndebele war.
34. The First Chimurenga was fought in
  - A. 1896.
  - B. 1986.
  - C. 1886.
  - D. 1966.
35. The following are causes of the First Chimurenga **except**
  - A. forced labour.
  - B. loss of land.
  - C. loss of cattle.
  - D. failure to vote.
36. The word Chimurenga/Umvukela means
  - A. to fight.
  - B. to struggle.
  - C. to make peace.
  - D. war of liberation.
37. What is the name of the chief that resisted colonial rule in the Mazoe area?
  - A. Chief Kaguvi.
  - B. Chief Mashayamombe.
  - C. Chief Chaminuka.
  - D. Chief Mukwati.
38. Which party won 80 seats in parliament in the 1980 elections?
  - A. ZANU-PF.
  - B. UANC.
  - C. RHODESIA FRONT.
  - D. PF-ZAPU.
39. The National Schools Pledge is important in that
  - A. it is a government policy.
  - B. it helps people to praise God for their country.
  - C. it fosters patriotism in individuals.
  - D. it is poetic.
40. Disasters result in the following **except**
  - A. damage to the ecological environment.
  - B. destruction of property.
  - C. displacement of people.
  - D. improvement of the ecosystem.

**EXAMINATION PRACTICE 1****PAPER 2****4006/2****Time:** 2 hoursAnswer **all** questions from **Section A** and any **two** from **Section B**.You are advised to spend no longer than 45 minutes on **Section A** and 1 hour 15 minutes on **Section B**.**SECTION A**Answer **all** questions in this section. Each question carries 10 marks.

1. (a) List any **four** agents of socialisation in the community. [4]  
 (b) What are the **three** major roles of media in the socialisation process? [3]  
 (c) Analyse the importance of religion in the socialisation process. [3]
2. (a) Name any **three** features of the San. [3]  
 (b) State any **two** benefits of the San way of life in the preservation of culture. [2]  
 (c) What are the **five** advantages of folktales in the passing on of cultural heritage? [5]
3. (a) Identify any **three** types of drama. [3]  
 (b) Why was dance important in the Zimbabwean traditional societies? [4]  
 (c) Assess the use of dances in the teaching of cultural heritage in Zimbabwe. [3]
4. (a) List any four types of courts in Zimbabwe. [4]  
 (b) Define testate inheritance. [2]  
 (c) Assess the challenges faced by people under traditional inheritance practices. [4]
5. (a) Identify any **three** natural resources found in Zimbabwe. [3]  
 (b) Briefly explain the importance of the preservation of wildlife. [4]  
 (c) How did colonial distribution of resources affect the lives of indigenous people? [3]
6. (a) Identify any **four** threats to indigenous resources. [3]  
 (b) Explain the effects of poor waste disposal. [4]  
 (c) Assess how the government of Zimbabwe has improved the access to Indigenous resources. [3]

## SECTION B

Answer any **two** questions. Each question carries 20 marks.

7. (a) Briefly describe the birth rites practiced in Zimbabwe. [8]  
 (b) Outline the importance of performing rites in Zimbabwe. [6]  
 (c) Assess how birth rites are threatened by modernisation. [6]
8. (a) Describe the courtship practices in Zimbabwe. [8]  
 (b) Explain the importance of courtship. [6]  
 (c) How has technology affected courtship in the modern society? [6]
9. (a) Explain the usefulness of indigenous wise sayings in the Zimbabwean culture. [8]  
 (b) Outline the various types of indigenous sayings in the Zimbabwean context. [6]  
 (c) Assess the methods that can be used to limit the damage caused by technology on cultural norms and values. [6]
10. (a) With examples, describe any **four** types of disasters. [8]  
 (b) Assess the effects of disasters on natural heritage. [6]  
 (c) To what extent can the negative effects of disasters be reduced? [6]
11. (a) Describe any **four** national events held in Zimbabwe. [8]  
 (b) Explain the role played by the school in promoting national heritage in Zimbabwe. [6]  
 (c) What is the significance of taking part in national events? [6]

**EXAMINATION PRACTICE 10****PAPER 1****4006/1****Time:** 1 hour 15 minutes

Additional materials: Multiple choice answer sheet

Answer **all** questions. For each, there are four possible answers **A, B, C** and **D**. Choose the **one** that you consider correct and record your choice in soft pencil on a separate answer sheet provided.

1. The most important role of man in the Early Stone Age period was  
 A. hunting.                      B. cultivating.                      C. craftwork.                      D. child bearing.
2. Where was Cecil John Rhodes buried?  
 A. In England.                      B. At Great Zimbabwe.  
 C. Matopo.                      D. In Bulawayo.
3. Which of the following promotes the Zimbabwean culture?  
 A. Politics.                      B. Constitution.  
 C. Marriage.                      D. Indigenous ceremonies.
4. Which of the following is not a form of print media?  
 A. WhatsApp.                      B. Newspaper.  
 C. Letters.                      D. Herald.
5. The elders in the villages preside over  
 A. family disputes.                      B. murder cases.  
 C. labour disputes.                      D. election disputes.
6. Money received after retirement is called  
 A. pension.                      B. a will.                      C. heirship.                      D. inheritance.
7. Which of the following religion believes in Jesus?  
 A. Rastafarianism.                      B. Buddhism.  
 C. Christianity.                      D. Islam.
8. Which of the following is a feature of Great Zimbabwe?  
 A. Mass graves.                      B. Great enclosure.  
 C. Heroes Acre.                      D. Freedom tower.
9. Which of the following inhibits production?  
 A. Lack of funds.                      B. Plenty of markets.  
 C. Availability of raw materials.                      D. Skilled labour.
10. Cholera can be spread through  
 A. eating cold foods.                      B. sharing clothes with an infected person.  
 C. contact with infected people.                      D. eating contaminated food.

21. The breakdown of cultural norms leads to  
 A. fewer churches in rural areas. B. most people marrying late.  
 C. many dating sites on the internet. D. many divorces.
22. ————— is not a natural resource.  
 A. Gold B. Machinery C. Water D. Elephant
23. The ————— people built Great Zimbabwe.  
 A. Zulu B. Nambya C. Ndebele D. Shona
24. The Rudd Concession was signed in  
 A. 1888. B. 1894. C. 1987. D. 1980.
25. Which types of goods are best transported using the railway transport?  
 A. Flowers. B. Fresh meat.  
 C. Building materials. D. Fresh Kapenta.
26. Traditional religious practices are mostly carried out by  
 A. children. B. mothers. C. peers. D. elders.
27. Courtship is  
 A. learning one's culture. B. having many friends.  
 C. dating period before marriage. D. is a sign of polygamy.
28. The major challenge facing industry today is  
 A. lack of profit. B. lack of capital.  
 C. too many markets. D. politics.
29. Which of the following country does not have a constitution?  
 A. Lancaster city. B. America.  
 C. Zimbabwe. D. Britain.
30. Indigenous food preservation includes  
 A. canning. B. drying. C. refrigeration. D. burning.
31. A major aim of the Moffat treaty was to  
 A. sign treaties with African rulers. B. agree on freedom of navigation.  
 C. develop the colonised area. D. cancel the Grobler treaty.
32. The San were largely democratic this means  
 A. they had repressive laws.  
 B. only man were policy makers.  
 C. they consulted each other on major issues.  
 D. employed native commissioners.

33. Why were the Ndebele and the Shona defeated by the British in the 1<sup>st</sup> Chimurenga/ Umvukela?
- The British got help from the Portuguese.
  - The Ndebele and the Shona used inferior weapons.
  - The Shona signed peace treaties with the settlers.
  - The Ndebele and the Shona were affected by small pox.
34. Citizens can participate in voluntary community services such as
- rallies.
  - gully filling.
  - beer drinking.
  - politics.
35. The National Museum is found in
- Bulawayo.
  - Chinhoyi.
  - Harare.
  - Masvingo.
36. Melting ice can cause
- floods.
  - heat wave.
  - diseases.
  - internal migration.
37. Land degradation can be a result of
- air pollution.
  - reforestation.
  - poor mining activities.
  - gully reclamation.
38. A disease that is caused by mosquitoes is called
- bilharzia.
  - kwashiorkor.
  - malaria.
  - marasmus.
39. One of the functions of the parliament is to
- punish offenders.
  - enact laws.
  - ensure the safety of the president.
  - ensure the distribution of goods.
40. Zimbabwe Republic Police's victim friendly unit is responsible for assisting victims of
- exploitation.
  - crimes.
  - slave trade.
  - gender based violence.

**EXAMINATION PRACTICE 10****PAPER 2****4006/2****Time:** 2 hoursAnswer **all** questions from **Section A** and any **two** from **Section B**.You are advised to spend no longer than 45 minutes on **Section A** and 1 hour 15 minutes on **Section B**.**SECTION A**Answer **all** questions in this section. Each question carries 10 marks.

1. (a) List any **four** identification documents given to individuals in Zimbabwe. [4]  
 (b) At what age are Zimbabweans required to apply for the following:  
 (i) national identity card.  
 (ii) passport.  
 (iii) driver's license. [3]  
 (c) Assess the requirements needed to apply for a passport. [3]
2. (a) State **four** reasons for the decline of the Mapungubwe State. [4]  
 (b) Describe any **three** economic activities in the Mutapa State. [3]  
 (c) Evaluate the political factors that led to the decline of the Mutapa State. [3]
3. (a) State **three** traditional dances done in Zimbabwe. [3]  
 (b) Describe any **three** benefits of dancing. [4]  
 (c) Explain **three** challenges faced by musicians these days. [3]
4. (a) Define the term citizenship. [3]  
 (b) Outline the **three** different forms of citizenship. [4]  
 (c) Describe dual citizenship. [3]
5. (a) What is an industry? [2]  
 (b) Identify any **three** types of industries. [3]  
 (c) Assess the benefits of industries in Zimbabwe. [5]
6. (a) Define waste management. [2]  
 (b) State **four** types of waste. [4]  
 (c) Evaluate waste management strategies used in Zimbabwe. [4]



## EXAMINATION PRACTICE 1

### PAPER 2 ANSWERS

1. (a) Church, family, school, work, peers.  
 (b) Interpretive, informative, agenda setting, entertainment.  
 (c)
  - It unites people.
  - Groom people in line in with culture.
  - Teaches respect.
  - Promotes humanity.
2. (a) Short, light brown in complexion and have kinky hair.  
 (b) Clothing, medicine, art, hunting skills, storytelling.  
 (c)
  - Entertaining.
  - States the specific details.
  - Can be passed on from one generation to another.
  - Can be translated into local languages.
  - Carry moral lessons.
  - Pass on customs and tradition for generations.
  - One can ask questions during the storytelling and it is participative.
3. (a)
  - Farce, comedy, tragedy, melodrama.
 (b)
  - Mbende dance for marriage ceremony.
  - Isitshikitsha for rainmaking ceremony.
  - Narration of history.
  - Entertainment.
  - Form of employment.
 (c)
  - Teaches norms and values.
  - Gives identity to different cultures.
  - Links people to Indigenous religious ceremonies.
  - Indoctrinates individuals into expected culture.
  - Inculcates kindness.
4. (a)
  - Promotes unhu/ubuntu.
  - Promotes preservation of culture.
  - Criminal courts (the Magistrate court, High court, Constitutional court).
  - Civil courts (Ordinary civil court and Specialised civil court).
  - Local courts (Customary Law court and small claims court).
 (b)
  - Involves the use of a will to determine who inherits.
  - Involves the court system/the Masters of Deceased Estates.
 (c)
  - It is unfair and discriminatory against other beneficiaries.
  - May lead to the exclusion of others from benefits.
  - May not uphold individual rights or entitlements.
  - May further gender disparities.
5. (a) Land, wildlife, water, mountains.  
 (b)
  - Economic benefits.
  - Gives job opportunities.
  - Protects heritage.
  - Protects identity and religion.
 (c)
  - Economic inequality.
  - Poverty
  - Low agricultural production.
  - War
6. (a)
  - Urbanisation.
  - Environmental effects such as weathering.
  - Economic hardships.
  - Religion, for example, Christianity.
  - Foreign influence.
 (b)
  - Surface water contamination.
  - Soil contamination.
  - Land and air pollution.
  - Leachate (water trickling through contaminated areas then getting into ground water).
  - Poor sanitation.
  - Bad health.

- (c) - Introduced Special Economic Zones (SEZs) aiming to stimulate economic development by attracting local and foreign direct investment.
- Access to the World Bank and the I.M.F.
- Government passed the Control of Goods (Open General Import Licence) which prohibits the importation of goods except under licence granted by Ministry of Industry and Commerce.
- Appointment of a member Land Commission by R.G. Mugabe, mandated to ensure accountability and transparency in the administration of agricultural land.
- Encouragement of entrepreneurship.
- Schools and universities undergoing programs to increase skilled labour.

## SECTION B

7. (a) - *Kusungira*, where the pregnant woman who is pregnant for the first time is sent back to her family to give birth there. A goat is slaughtered for the ritual.
- There is the dropping of the umbilical cord and its disposal which connects the baby to family ancestors.
  - *Nhova/inkanda* (fontanelle process to strengthen the baby through herbs).
- (b) - Prevention of conflicts between age groups.
- Gives stability of culture.

- Gives solutions to conflicts/problems.
  - Transfer culture from one generation to another.
- (c) **Threats**
- Urbanisation
  - Hospitalisation.
  - Ignorance from the new generation about birth rites.
  - Religion.
  - Intercrossing of cultures and mixed cultures.

### Ways to preserve birth rites

- Education
  - Promotion of birth rites
  - Oral tradition
8. (a) - Traditional kidnapping (*kukumbira/ukuvela*)
- modern courtship practices (internet dating, dating, cohabitation).
- (b) - Cements relationships
- Allows couples know each other better.
  - Reduces chances of divorce.
  - It avoids conflicts.
- (c) - Short-term relationships.
- Cultural dilution.
  - Immoral behaviour.
  - Little knowledge of each other.
  - May result in separation and or divorce.
  - Risk of diseases.
  - High crime/fraud/scams.
  - Eliminates group influence on courtship.
9. (a) - Teaches people.
- Flowers the indigenous languages.
  - Grooms people in the concept of ubuntu/unhu/humanity.
  - Warns people of danger.

- Tells us of the indigenous customs and traditions.
  - Used for entertainment.
  - Disciplines people for bad behaviour.
  - (b) - Riddles, idioms, proverbs, folktales.
  - (c) - Limit children's access to harmful social media sites.
  - Promote lessons on guidance and counseling.
  - Open social clubs and recreational facilities in communities.
  - Use of negative reinforcement and rehabilitation centres.
  - Use of indigenous wise sayings.
  - Encouraging the role of aunts, uncles and other custodians of culture within the community.
10. (a) - Natural disasters such as drought, landslides, floods, veld fires, earthquakes, cyclones.
- Man-made disasters, for example, accidents, industrial disasters, fires.
- (b) - Deforestation.
- Soil erosion.
- Weathering.
- Disturbance of the ecosystem.
- Death of animals and vegetation.
- Climate change.
- Emptying of water reservoirs.
- Ground water level is depleted.
- Extensive crop damage.
- Poverty.
- (c) - Landslides can be limited by providing slope support and minimising human encroachment.
- Cyclones can be mitigated by use of advanced technology.
- Drought can be reduced by conserving water and constructing water reservoirs.
- Exercising caution.
- Awareness campaigns.
11. (a) - Independence Day.
- Heroes Day.
- Defence Forces Day.
- Unity Day.
- National Tree Planting Day.
- (b) - Teaching National Heritage.
- Participating in national events and commemorations.
- Including culture/ubuntu/unhu in the curriculum.
- Promoting school norms and values.
- Teaching of national anthem and national pledge.
- (c) - Gaining a sense of identity.
- Uniting with other groups on the nation.
- Learning patriotism.
- Learning more about culture.

## EXAMINATION PRACTICE 2 PAPER 2 ANSWERS

1. (a) - Greeting elders
- Clapping to show appreciation.
- Kneeling when addressing elders.
- Thanking
- (b) - Media, for example, music, films, movies, internet.
- Modernisation/Westernisation (language dilution, non-performance of customs and traditions in favour of western activities).
- Religion (adoption of other religions that are not African Traditional Religion).
- Occults.
- Peer pressure.
- Foreign influence.