

Plus One | Serious Revision

Social Science



Grade
7

Revision Guide
With answers



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With answers

Grade
7



Anchors of the schools curricula

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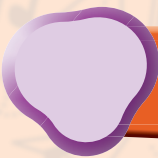
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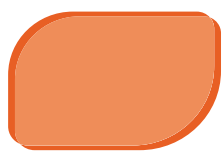
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Introduction

This Social Science Grade 7 Revision Guide has been specifically designed for learners. It explains key topics clearly and uses simple, easy to understand language. The content is presented in point form to make revision quick, organised and effective.

The guide helps learners prepare confidently for both School-Based Continuous Assessment (SBCA) and Summative Assessment (SA).

About the learning area

Social Science is a learning area that helps the learner understand oneself, their community, country and the world. The learning area prepares learners to become responsible, informed and confident citizens. Through studying Social Science, learners will learn to:

- understand Zimbabwe's history, heritage and liberation struggles.
- appreciate different cultures and religions practised in Zimbabwe and beyond.
- know your rights, responsibilities and duties as a child and citizen.
- make healthy choices about your body, emotions and relationships.
- solve real life problems using knowledge and skills acquired in guidance and counselling.

How to use this Revision Guide

This revision guide is strategically designed to help you master the syllabus objectives through a structured, step-by-step revision process. To ensure total syllabus coverage, the practice exercises are organised into two phases:

- **Phase 1: Topical mastery (Practices 1–14)** Fourteen dedicated examination practices, each focusing on a single topic to build a solid foundation. These examinations are at the end of the brief topic notes for easy testing of topic objectives.
- **Phase 2: Combined revision (Practices 15–20)** Integrated exercises that group topics together to prepare you for the final exam format. Content revision in these practice papers cover Grade 3 to 7 topics 1-14 of the Heritage Based Curriculum (HBC) syllabus for effective examination preparation.

This revision guide prepares learners by:

- explaining answers step by step.
- showing what examiners expect.
- helping them practise structured responses.
- covering all topics according to the syllabus.
- giving clear definitions of key terms.
- summarising important facts.

Exam alignment

The content of this guide is strictly syllabus-based to ensure you learn exactly what is required. In this book, we have prioritised syllabus depth which will prepare you for the examination and specimen papers.

To benefit fully from this revision guide, you should:

- study one topic at a time.
- read notes carefully and understand them.
- make short summaries in your own words.
- practise answering questions after each topic.
- revise regularly, not only before exams.
- use the revision guide together with your textbook and teacher's notes.

Facilitators can use this revision guide to:

- support lesson delivery.
- set revision work and tests.
- guide learners during school based continuous assessment and examination preparation.

Use of Information and Communication Technologies (ICTs) in studying Social Science

ICT makes learning Social Science engaging and interactive. Learners can use ICT tools to:

- search for information online.
- watch educational videos and documentaries.
- use digital maps and charts.
- prepare school-based projects.
- revise using online quizzes and learning platforms.
- reinforce their understanding of Social Science concepts.
- understand topics better.
- improve research skills.
- become confident in using technology for learning.

Class strategies/activities in revising Social Science

Good revision means being active, not just reading. Helpful revision activities include:

- group discussions.
- question-and-answer sessions.
- Role-play and drama.
- using maps, diagrams and charts.
- writing short notes and summaries.
- practising past examination questions.

These activities help you to remember information easily, gain confidence and learn from others.

Role of the facilitator in revising Social Science

The facilitator guides and supports you throughout the revision process. The facilitator should:

- explain concepts clearly and accurately.
- use learner-centred teaching methods.
- provide revision exercises and feedback.
- identify learners who need extra support.
- accommodate learners with special needs.
- ensure assessments are fair, inclusive and transparent.

Assessment

The facilitator must know that Social Science is assessed through School Based Continuous Assessment (SBCA) (20%) and Summative Assessment (SA) (80%) in line with the national Heritage Based Curriculum (HBC). Assessment is guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability.

Learner profiling is conducted to track prior knowledge, values and skills and new competences acquired. Assessment focuses on knowledge and comprehension, application and analysis, evaluation and creativity.

ZIMSEC summative assessment

Paper description

Paper 1

Social Science Paper 1 is a multiple choice paper. Here is what you need to know about Paper 1:

Time allocated: 1 hour 45 minutes

Total marks: 40

- It has 40 multiple-choice questions.
- You must answer all questions.
- Each question has four options, choose one correct answer.
- It tests how well learners:
 - remember facts.
 - understand concepts.
 - apply knowledge in simple situations.

Paper 2

Social Science Paper 2 is a written paper with structured questions. Here is what you need to know about Paper 2:

- **Time allowed:** 1 hour 30 minutes.
- **Total marks:** 50.

Section A

- Six compulsory questions.
- Each question carries 5 marks.
- You must answer **all** questions.

Section B

- Seven questions are provided.
- You choose and answer any **four** questions.
- Each question carries 5 marks.

Paper 2 tests one's ability to:

- explain ideas clearly.
- apply knowledge to real-life situations.
- analyse and solve problems.

Suggested assessment tools

- Checklists
- Observation schedules.
- Tests
- Rating scales.
- Exercises
- Practical activities.
- School-based projects.

Examination tips

To do well in Social Science examinations, learners should follow these important guidelines:

1 Start revising early

- Begin revision well before the examination period.
- Early revision reduces stress and panic.
- It gives enough time to:
 - understand difficult topics.
 - ask your teacher questions.
 - improve weak areas.
 - help information stay longer in memory.
 - Avoid last-minute cramming which leads to confusion.

2 Use a study timetable

- A study timetable is a plan that shows what to study and when.
- It helps you:
 - manage time properly.
 - cover all topics before examinations.
- A good timetable should:
 - include all Social Science topics.
 - allow breaks for rest.
 - balance study with other activities.
- Following a timetable builds discipline and confidence.

3 Understand key command words

Understanding key command words helps you know exactly what the examiner wants. Failure to understand command words may lead to losing marks, even when the answer is correct. Common command words include:

- **Define** – give the meaning of a term.
- **State** – give short, direct answers.
- **Identify** – name or list.
- **Explain** – give reasons or details.
- **Describe** – give a detailed account.
- **Name** – Write or say the correct word, term, or item without giving an explanation.

4 Read each question carefully

- Read every question at least twice before answering.
- Look out for keywords, instruction words and number of points required.
- Avoid rushing and misinterpreting questions.
- Make sure you answer exactly what is asked, not what you think is asked.

5 Answer according to the marks given

- Marks show how much detail is required.
- For example:
 - 1 mark = one short point.
 - 2 marks = two clear points or explanations.
- Do not write too little or too much.

6 Write clearly and neatly

- Use neat handwriting so that the examiner can read your answers easily.
- Avoid crossing out excessively.
- Use paragraphs or bullet points where appropriate.
- Poor handwriting may cause the examiner to misunderstand your answers.

7 Manage time well

- Divide your time according to the number of questions and marks.
- Do not spend too much time on one question.
- Answer easier questions first to build confidence.
- Leave time at the end, to review answers and correct mistakes.
- Proper time management ensures all questions are attempted.

8 Practise past examination papers

- Practising past papers helps you:
 - understand question patterns.
 - improve speed and accuracy.
 - gain confidence.
- It familiarises you with:
 - ZIMSEC question styles.
 - marking expectations.
- Always review your answers and learn from mistakes.

9 Stay calm and confident

- Confidence helps you think clearly.
- Avoid panic, even if a question seems difficult.
- Take deep breaths to relax.
- Trust your preparation and revision.
- A calm mind helps you remember information better.

Final advice

- Attend lessons regularly.
- Ask questions when you do not understand.
- Revise consistently.
- Believe in yourself.

Family and identity

Types of families

A family is the first social group a person belongs to, playing a major role in shaping an individual's identity, behaviour and core values.

- Nuclear family: This unit consists of a father, mother and their children living together in one household. Parents are responsible for providing basic needs like food, shelter, clothing and education. Children learn respect, responsibility and cooperation through their parents' guidance.
- Extended family: This group includes grandparents, uncles, aunts and cousins. It promotes unity and the sharing of resources while grandparents pass down cultural values and family history.
- Single-parent family: Headed by one parent due to death, divorce, or separation, this parent takes on both caregiving and providing roles.
- Child-headed family: In these situations, children live without adult parents and the eldest child becomes responsible for siblings. They often face poverty and emotional stress, requiring community support.
- Polygamous family: This occurs when one man is married to more than one wife. Fairness and respect are essential here to avoid family instability and jealousy.

Family tree and totems

- Family tree: This is a diagram showing family members and their relationships across generations. It helps learners understand their ancestry and preserve cultural identity.
- Totems (Mutupo): A totem is a symbol, usually an animal, representing a clan. Common examples include Shumba (lion), Nzou (elephant) and Mhofu (eland).
- Purpose of totems: The system prevents marriage between close relatives to protect the lineage. It promotes unity and encourages individuals to represent their clan through good behaviour.

Communication and conflict

Good communication involves sharing ideas and feelings, which build trust and cooperation. Poor communication leads to misunderstandings and conflict. Conflicts, which may arise from financial problems or lack of respect, should be resolved through dialogue, listening and forgiveness.

**END OF TOPIC 1
EXAMINATION**

**SOCIAL SCIENCE
7050/1**

PAPER 1

TIME: 1 HOUR 45 MINUTES

INSTRUCTIONS TO CANDIDATES

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

1. Personal identity is best described as _____.

A. biological features of a person	B. favourite food and clothing
C. language spoken at home	D. unique characteristics of an individual
2. Which factor is **not** a primary component of a person's identity?

A. Cultural heritage.	B. Family background.
C. Recreational preferences.	D. National belonging.
3. Developing a strong sense of identity is important because it _____.

A. encourages rejection of foreign traditions
B. promotes self-respect and respect for others
C. prevents confusion in public spaces
D. ensures family members never disagree
4. A nuclear family is a social unit consisting of _____.

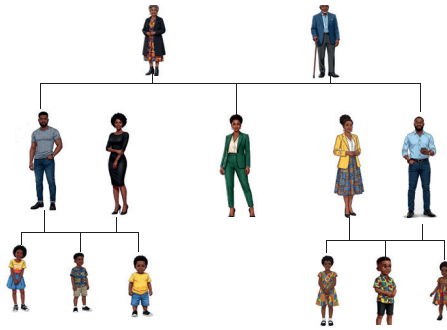
A. grandparents and grandchildren	B. parents and their children
C. several generations in one home	D. children living without any adults
5. A family structure where a husband has two or more wives is _____.

A. a nuclear family	B. a child-headed family
C. a polygamous family	D. a single-parent family
6. Which type of family is often formed following a legal divorce?

A. Extended family
B. Polygamous family
C. Single-parent family
D. Child-headed family
7. In a child-headed family, the primary responsibility for caregiving lies with the _____.

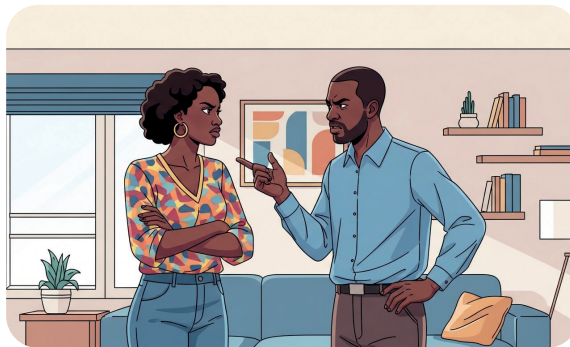
A. local community
B. eldest sibling
C. distant relatives
D. government social workers

8. A family tree is a diagram used primarily to show _____.



- A. dietary habits of family members
B. financial status of relatives
C. names of children in a household
D. lineage and relationships between members
9. In Zimbabwean culture, a totem is usually represented by _____.
A. a sacred building
B. a wild animal
C. a modern vehicle
D. a national flag
10. According to indigenous traditions, people who share the same totem should _____.
A. treat each other as strangers
B. regard each other as relatives
C. avoid speaking to one another
D. compete against each other
11. The totem *Shumba/Sibanda* is represented by which animal?
A. the elephant
B. the buffalo
C. the lion
D. the monkey
12. The most fundamental role of the family is the provision of _____.
A. luxury items and entertainment
B. basic needs like food and shelter
C. formal academic education only
D. employment opportunities for youth
13. One primary way families contribute to a child's development is by teaching _____.
A. professional sporting skills
B. academic subjects like Mathematics
C. cultural values and traditions
D. how to ignore community rules
14. To maintain a healthy household, family members are expected to _____.
A. live in complete silence
B. show mutual love and support
C. ignore each other's problems
D. compete for limited resources
15. Effective communication within a family unit results in _____.
A. frequent misunderstanding
B. increased levels of anger
C. improved co-operation
D. physical confrontations
16. Which of the following is a common cause of conflict in a family?
A. Sharing responsibilities.
B. Practising forgiveness.
C. Lack of mutual respect.
D. Maintaining unity.

37. Which action can help to prevent family disintegration?
- A. Avoiding communication.
 - B. Holding regular family meetings.
 - C. Engaging in substance abuse.
 - D. Encouraging domestic violence.
38. Equal sharing of resources within a household generally leads to _____.
- A. increased jealousy
 - B. family stability
 - C. frequent conflict
 - D. financial dishonesty
39. Study the picture below.



- The picture depicts _____.
- A. family neglect
 - B. poor communication
 - C. respect and co-operation
 - D. internal migration
40. Unequal sharing of resources within a household generally leads to _____.
- A. increased jealousy
 - B. family stability
 - C. frequent parties
 - D. financial stability

END OF TOPIC 1 EXAMINATION

SOCIAL SCIENCE 7050/2

PAPER 2

TIME: 1 HOUR 30 MINUTES

INSTRUCTIONS TO CANDIDATES

- Answer **all** questions in Section A.
- Answer any **four** questions in Section B.

Section A

Answer **all** questions in the spaces provided.

1. Read the passage below and answer questions (a) to (c).

Tawanda lives with his parents and grandparents. They meet often as a family to share ideas, solve problems and celebrate important occasions together. His parents teach him family traditions, respect and good behaviour. These practices help Tawanda to know who he is and where he comes from.

- | | | |
|-----|---|-----|
| (a) | Give one practice which helps Tawanda to know his identity. | [1] |
| (b) | Name one type of family mentioned in the passage. | [1] |
| (c) | State one role of a family. | [1] |
| (d) | Identify one reason why family gatherings are important. | [1] |
| (e) | State one way family identity is preserved. | [1] |
| 2. | (a) What is a polygamous family? | [1] |
| | (b) Give one advantage of an extended family. | [1] |
| | (c) State one challenge faced by a child-headed family. | |
| | (d) Suggest one responsibility of parents in a nuclear family. | [1] |
| | (e) Identify one way a single-parent family can be supported. | [1] |
| 3. | (a) (i) What is a family tree? | [1] |
| | (ii) Give one reason why family trees are important. | [1] |
| | (b) (i) What is a totem? | [1] |
| | (ii) Name one purpose of the totem system. | [1] |
| | (iii) Give one example of a totem. | [1] |
| 4. | (a) What is communication in a family? | [1] |
| | (b) State one cause of conflict in a family. | [1] |
| | (c) Give one effect of poor communication. | |
| | (d) Suggest one way of resolving family conflict. | [1] |
| | (e) Mention one benefit of good communication in a family. | [1] |

5. (a) (i) Give **one** role of the community in supporting families. [1]
(ii) State **one** community event that promotes unity. [1]
(b) Give **one** role of schools in shaping identity. [1]
(c) Name **one** official language in Zimbabwe. [1]
(d) Give **one** reason why cultural diversity is important. [1]
6. (a) What is fidelity? [1]
(b) Identify **one** example of love in marriage. [1]
(c) State **one** way honesty is shown in marriage. [1]
(d) Give **one** reason why respect is important in marriage. [1]
(e) State **one** cause of marital disputes. [1]

Section B

Answer any **four** questions in the space provided.

7. (a) (i) Define family disintegration? [1]
(ii) State **one** cause of family disintegration. [1]
(b) (i) State **one** effect of family disintegration on children. [1]
(ii) Suggest **one** way to curb family disintegration. [1]
(iii) Name **one** official who can provide counselling to couples. [1]
8. (a) (i) Explain **one** cause of conflict in the community. [1]
(ii) State **one** effect of unresolved conflict. [1]
(b) (i) Give **one** method of resolving conflict in the community. [1]
(ii) Suggest the purpose of good communication in a couple. [1]
(c) Explain why mediation is important in families. [1]
9. (a) (i) Identify **one** effect of family disintegration. [1]
(ii) The picture below shows Themba who is having problems at home. Suggest **one** way teachers can help a child facing family problems. [1]



- (iii) State **one** reason why children from broken families may perform poorly at school. [1]
(b) Suggest **one** way families can prevent household conflict. [1]
(c) Give **one** positive effect of growing up in a stable family. [1]

10. (a) (i) Explain **one** way in which cultural identity can be preserved. [1]
(ii) Give **one** role of elders in preserving culture. [1]
(b) Suggest **one** reason why local languages should be taught in schools. [1]
(c) (i) Give **one** example of a cultural practice in Zimbabwe. [1]
(ii) Name **one** taboo in Zimbabwe.
11. (a) Explain how fidelity strengthens marriage. [1]
(b) Give **one** reason why love is important in marriage. [1]
(c) Explain **one** way honesty prevents conflict. [1]
(d) State **one** way respect promotes unity in marriage. [1]
(e) Explain **one** effect of jealousy in marriage. [1]
12. (a) Explain **one** way families contribute to community development. [1]
(b) Give **one** way communities support families during funerals. [1]
(c) State **one** way schools promote national identity. [1]
(d) Give **one** role of government in shaping identity. [1]
(e) Mention **one** way in which family shapes identity.

School Based Project 1

Project title: Preserving family, cultural and community identity

1. Investigation of related ideas to the problem / innovation (10 marks)

1.1 Description of the problem (4 marks)

Many learners have limited knowledge and appreciation of their identity. This includes weak understanding of family structures, totems, cultural values, ethnic diversity in Zimbabwe, marital relationships and conflict management within families and communities. Modern influences and family disintegration have contributed to the erosion of cultural identity among learners.

1.2 Existing ideas and practices (3 marks)

- (i) Teaching identity topics through textbooks and classroom discussions.
- (ii) Cultural days and school assemblies.
- (iii) Occasional talks by elders or community leaders.

1.3 Merits and demerits of existing ideas (3 marks)

1.4 Merits

- (i) Classroom teaching provides basic theoretical knowledge.
- (ii) Cultural days promote awareness of traditions.
- (iii) Guest speakers share real-life experiences.

1.5 Demerits

- (i) Learning is often theoretical with little learner participation.
- (ii) Cultural activities are infrequent.
- (iii) Learners rarely relate identity concepts to their own families and communities.

2. Generation of possible solutions (10 marks)

2.1 Possible solutions with analysis (10 marks)

- (i) Conduct a family and identity research project where learners investigate family types, roles, totems and languages.
- (ii) Create family trees and identity charts showing lineage, names and totems.
- (iii) Organise group discussions and role plays on conflict management, marital relationships and family disintegration.

- (iv) Develop cultural preservation posters highlighting ethnic groups, cultural values and ways of preserving identity.
- (v) Invite community elders to share knowledge on totems, family roles and cultural values.

3. Selection of the most suitable solution (5 marks)

3.1 Indication of choice (2 marks)

The chosen solution is to implement a learner-centred family and cultural identity project involving research, presentations, charts and discussions.

3.2 Justification (3 marks)

- (i) It actively involves learners in discovering their own identity.
- (ii) It addresses family, community and national identity as required by the syllabus.
- (iii) It encourages respect for cultural diversity and unity in Zimbabwe.

4. Refinement of selected solution(5 marks)

4.1 Refinements (5 marks)

- (i) Use simple interview guides for learners to collect information from families.
- (ii) Ensure sensitivity when discussing family disintegration and marital relationships.
- (iii) Include both oral and written presentations to cater for different learning abilities.
- (iv) Integrate conflict management scenarios relevant to school and family life.
- (v) Display completed projects on classroom walls for continuous learning.

5. Presentation of the final solution (10 marks)

5.1 Evidence of the final solution (10 marks)

- (i) Family trees and identity charts.
- (ii) Written reports on family roles, totems and languages spoken.
- (iii) Posters on ethnic groups, cultural values and identity preservation.
- (iv) Role play performances on conflict management and marital relationships.
- (v) Oral presentations during class or assembly.

6. Evaluation of the solution and recommendations (5 marks)

6.1 Evaluation (3 marks)

- (i) Learners demonstrate improved understanding of identity concepts.
- (ii) Increased appreciation of cultural diversity and family roles.
- (iii) Improved communication and conflict management skills.

6.2 Recommendations (2 marks)

- (i) Identity projects should be conducted regularly across the school.
- (ii) Schools should strengthen collaboration with families and community elders.

Total: 50 marks

Shelter and heritage sites

- Definition: Shelter is a place where people live, while heritage sites are places of historical importance showing how people lived in the past.
- Significance: Heritage sites feature ancient architecture that helps learners understand traditional shelter designs.
- Preservation: These sites must be protected to keep national history alive.
- Example: The Great Zimbabwe ruins demonstrate ancient stone-building techniques.

Functions and designs of shelter

1. Core purposes and protection

- Weather shielding: Shelters regulate temperature. In Zimbabwe, thick mud walls and thatch roofs provide natural insulation, keeping interiors cool during the day and warm at night.
- Security: Provides a physical barrier against wild animals and intruders. Historically, structures like Great Zimbabwe used massive stone walls for both security and status.
- Privacy: Divided into zones: Social (lounge/dare), Service (kitchen/hygiene) and Private (bedrooms) to allow families to live and rest with dignity.

2. Indigenous and traditional designs

- Local materials: Built using biomaterials like pole, dagga (mud) and grass. These are affordable and eco-friendly as they are biodegradable.
- The rondavel: Its circular shape is structurally strong, allowing wind to flow around it easily, reducing the risk of the roof being blown off.
- Sustainability: Traditional homes use local resources, removing the need for expensive transport or high-energy manufacturing.

3. Global and climatic variations

- Cold climates: Designs focus on trapping heat. Windows are small to prevent warmth from escaping. In snowy areas, roofs are steeply sloped so snow slides off before its weight crushes the building.
- Hot climates: Focus is on shading and ventilation. Wide eaves (roof overhangs) shade the walls, while open designs or large vents allow cross-breezes to cool the occupants.

**END OF TOPIC 6
EXAMINATION**

**SOCIAL SCIENCE
7050/1**

PAPER 1

TIME: 1 HOUR 45 MINUTES

INSTRUCTIONS TO CANDIDATES

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

1. Which of the following best defines the term “shelter”?
 - A. A structure providing protection and a living place.
 - B. A place to store modern vehicles.
 - C. A basic human right.
 - D. A place where one chooses to sleep.
2. Heritage sites are preserved in Zimbabwe primarily because they _____.
 - A. have the best road networks
 - B. provide evidence of past ways of living
 - C. show the latest digital technology
 - D. are main routes for commercial transport
3. A fundamental function of a shelter is to _____.
 - A. have a place to sleep
 - B. protect people from harsh weather
 - C. ensure high-speed internet access
 - D. help build national highways
4. Which shelter is indigenous to Zimbabwean culture?
 - A. An igloo.
 - B. A grass-thatched rondavel.
 - C. A multi-storey apartment.
 - D. A glass skyscraper.
5. Which category of shelter is illustrated below?



- A. Urban residential flat
 - B. Indigenous rural shelter
 - C. Temporary emergency shelter
 - D. Modern suburban house
6. Which natural material is used in traditional shelters?
 - A. Reinforced glass
 - B. Steel beams
 - C. Concrete blocks
 - D. Dagga or mud

-

- A.** Rural settlement
- B.** Urban multi-storey buildings
- C.** Disaster victim camp
- D.** Ancient heritage site

- 63

15. When siting a shelter, a builder must first prioritise _____.

- A. local weather patterns
- B. security of the location
- C. traditional culture
- D. building materials

16. Which risk is most evident in the picture?



- A. High maintenance cost.
- B. Lack of communication.
- C. Flooding and soil erosion.
- D. Poor transport networks.

17. The shape and slope of a roof are mostly influenced by _____.

- A. climate and rainfall
- B. social status
- C. cost of furniture
- D. security measures

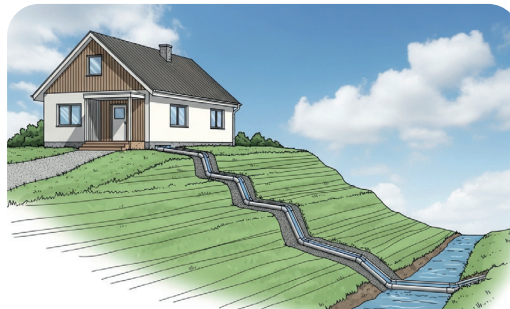
18. A major factor influencing shelter design is the _____.

- A. communication systems
- B. number of road signs
- C. available building materials
- D. international transport routes

19. The total cost of construction determines the _____.

- A. size and quality of the house
- B. amount of rainfall
- C. public bus routes
- D. mobile signal strength

20. Which factor most likely influenced the site of the house below?



- A. Water and fertile land.
- B. Communication towers.
- C. Distance from drainage.
- D. Proximity to heritage sites.

21. Individuals can gain access to accommodation by _____.

- A. mapping school districts
- B. having shelter
- C. renting from an owner
- D. farming commercial crops

**END OF TOPIC 6
EXAMINATION**

**SOCIAL SCIENCE
7050/2**

PAPER 2

TIME: 1 HOUR 30 MINUTES

INSTRUCTIONS TO CANDIDATES

- Answer **all** questions in Section A.
- Answer any **four** questions in Section B.

Section A

Answer **all** questions in the spaces provided.

- Define shelter. [1]
 - Give **one** function of shelter. [1]
 - Name **one** heritage site in Zimbabwe. [1]
 - State **one** reason why heritage sites must be preserved. [1]
 - Identify **one** heritage site that is recognised internationally. [1]
- Name **one** type of indigenous shelter found in Zimbabwe. [1]
 - Name another type of indigenous shelter found in Zimbabwe. [1]
 - State **one** material used for indigenous shelters. [1]
 - Give **one** advantage of using local materials. [1]
 - Identify **one** modern material used in urban houses. [1]
- Give **one** feature of healthy shelter design. [1]
 - Explain **one** danger of poor ventilation. [1]
 - State **one** safety feature needed for electrical wiring. [1]
 - Give **one** reason why houses should have strong foundations. [1]
 - Identify **one** feature of a modern house that improves comfort. [1]
- Identify **one** disaster-proof design shown in the picture below. [1]



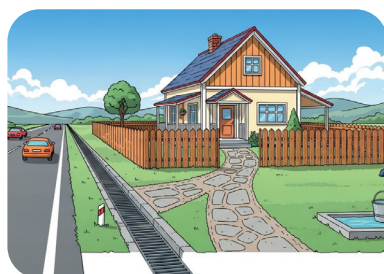
- State **one** disaster this design protects against. [1]
- Suggest **one** other design for earthquake-prone areas. [1]
- Explain **one** benefit of disaster-proof designs. [1]
- State **one** community measure to prepare for disasters. [1]

5. (a) Explain **one** solution to shortage of shelter. [1]
 (b) Give **one** advantage of building low-cost houses. [1]
 (c) State **one** advantage of building storey buildings. [1]
 (d) Give **one** reason why temporary shelters are important. [1]
 (e) Define what is meant by shortage of shelter. [1]
6. (a) List **one** factor that influences shelter siting. [1]
 (b) State **one** factor that influences shelter design. [1]
 (c) Explain **one** reason why security affects shelter siting. [1]
 (d) State **one** effect of the shortage of shelter on families. [1]
 (e) Explain how the shortage of shelter can affect children's education. [1]

Section B

Answer any **four** questions in the spaces provided.

7. (a) (i) State **one** reason why shelter is important for family security. [1]
 (ii) State **one** reason why shelter is important for family privacy. [1]
 (b) Give **one** effect of overcrowded shelter on children. [1]
 (c) State **one** way communities can reduce shelter shortage. [1]
 (d) Name **one** type of shelter outside Zimbabwe. [1]
8. (a) Explain **one** way in which climate affects shelter design. [1]
 (b) Give **one** example of a shelter design in cold countries. [1]
 (c) State **one** effect of ignoring climate in design. [1]
 (d) Suggest **one** way to improve ventilation in houses. [1]
 (e) Give **one** example of a building material used in hot environments. [1]
9. (a) (i) Describe **one** way to acquire accommodation that involves making monthly payments to a landlord. [1]
 (ii) Describe **one** way to acquire accommodation that involves gaining permanent ownership through a purchase. [1]
 (b) Explain **one** advantage of renting a house for someone who moves frequently. [1]
 (c) Give **one** disadvantage of renting a house. [1]
 (d) Suggest **one** benefit of constructing your own house from scratch. [1]
10. (a) (i) Identify **one** factor related to water that influences where a house is built as shown in the picture below. [1]



- (ii) Identify **one** factor related to safety that influences where a house is built. [1]

School Based Project 6

Project title: Promoting environmental conservation and sustainability

1. Problem identification (5 marks)

1.1 Description (1 mark)

There is limited understanding among learners about different types of shelter, shelter and heritage sites, health and safety in shelter design, settlement development and solutions to shelter shortages.

1.2 Brief statement of intent (1 mark)

To enhance learners' understanding of shelter, its functions, design, siting, safety and ways of acquiring accommodation.

1.3 Design Specifications (2 marks)

- (i) Research different types of shelter, materials used and their functions.
- (ii) Develop materials that show safe shelter designs, settlement patterns and solutions to shelter shortages.

2. Investigation of related ideas to the problem / innovation (10 marks)

2.1 Existing ideas (4 marks)

- (i) Classroom teaching on types and functions of shelter.
- (ii) Use of pictures and diagrams of houses and settlements.
- (iii) Educational tours to heritage sites and settlements.
- (iv) Discussions on disaster management and shelter safety.

2.2 Merits (3 marks)

- (i) Learners gain basic knowledge of shelter concepts.
- (ii) Visual aids help learners understand shelter designs.
- (iii) Tours enhance real-life understanding of shelter and heritage.

2.3 Demerits (3 marks)

- (i) Learning may remain theoretical with limited practise.
- (ii) Tours may be costly or difficult to organise.
- (iii) Learners may struggle to link shelter design to safety issues.

3. Generation of possible solutions (10 marks)

3.1 Possible solutions with analysis (10 marks)

- (i) Conduct a research project on indigenous and modern shelters and materials used.
- (ii) Create models or drawings of shelters showing health and safety features.
- (iii) Compile case studies on shelter in disaster-prone areas and risk management.
- (iv) Develop charts on factors influencing shelter siting and design.
- (v) Research ways of acquiring accommodation and solutions to shelter shortages.

4. Selection of the most suitable solution (5 marks)

4.1 Indication of choice (2 marks)

The selected solution is a learner-centred shelter research and model-making project.

4.2 Justification (3 marks)

- (i) It promotes practical understanding of shelter concepts.
- (ii) Learners link shelter design to health, safety and disaster management.
- (iii) It encourages problem-solving on shelter shortages.

5. Refinement of selected solution (5 marks)

5.1 Refinements (5 marks)

- (i) Use locally available materials for shelter models.
- (ii) Ensure accurate labelling of shelter features.
- (iii) Guide learners with clear research questions.
- (iv) Encourage teamwork and shared responsibilities.
- (v) Integrate ICT for research where possible.

6. Presentation of the final solution (10 marks)

6.1 Evidence of final solution (10 marks)

- (i) Written reports on types and functions of shelter.
- (ii) Models or drawings showing shelter designs and safety features.
- (iii) Charts on settlement development and shelter siting.
- (iv) Case study presentations on disaster-proof shelters.
- (v) Oral presentations on ways of acquiring accommodation.

7. Evaluation of the solution and recommendations (5 marks)

7.1 Evaluation (3 marks)

- (i) Learners demonstrate improved understanding of shelter concepts.
- (ii) Increased awareness of health, safety and disaster management in shelter design.
- (iii) Learners show appreciation of shelter as a basic human need.

Topic 13 Religion

Religion

Feature	Indigenous Religion	Christianity	Islam	Judaism
Founder	Ancestors/Early People	Jesus Christ	Prophet Muhammad	Prophet Abraham
Supreme Being	Mwari/Nyadenga	God	Allah	Yahweh/God
Holy Book	Oral Traditions (stories, proverbs and teachings passed down)	The Bible	The Quran	The Torah
Place of Worship	Shrines/Sacred Trees	Church	Mosque	Synagogue
Leader	Spiritual Leaders (elders, spirit mediums)	Pastors/Priests	Imams/Sheikhs	Rabbis

These religions differ in their origins, beliefs and practices, but they all guide people on how to live good and meaningful lives. Some use written books while others depend on oral traditions passed from one generation to another.

Key teachings

- **Indigenous Religion:** Respect for ancestors, living in harmony with nature and community unity. People believe ancestors guide and protect the living. There is emphasis on respect for elders, caring for the environment and working together as a community.
- **Christianity:** Love your neighbour, forgiveness and following the Ten Commandments. Christians are taught to show kindness, forgive others and obey God's commandments. They believe in helping others and living a peaceful life.
- **Islam:** The Five Pillars of Islam, honesty and helping the poor. Muslims follow important practices such as prayer, fasting, giving to the poor and faith in Allah. They are encouraged to live disciplined, honest and caring lives.
- **Judaism:** Obeying God's laws, justice and living a moral life. Jews follow laws found in the Torah. They value fairness, respect for others and doing what is right in society.

These teachings help people develop good behaviour, respect for others and strong moral values in society.

**END OF TOPIC 13
EXAMINATION**

SOCIAL SCIENCE

7050/1

PAPER 1

TIME: 1 HOUR 45 MINUTES

INSTRUCTIONS TO CANDIDATES

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

1. Indigenous religion originated mainly because people sought to _____.
A. speak foreign languages **B.** understand the mysteries of nature
C. avoid manual labour **D.** build modern cities
2. In Shona Indigenous Religion, the Supreme Being is _____.
A. Allah **B.** God **C.** Mwari **D.** Yahweh
3. Traditional worship in Indigenous Religion takes place at _____.
A. urban shopping malls **B.** sacred mountains and trees
C. national sports stadiums **D.** international airports
4. Look at the illustration below.



What does the illustration represent?

- A.** A traditional indigenous shrine. **B.** A modern city church.
C. An Islamic mosque. **D.** A Jewish synagogue.
5. In indigenous society, a traditional healer is a _____.
A. school teacher **B.** commercial farmer
C. police officer **D.** spiritual leader
6. A fundamental teaching in most Indigenous Religions is _____.
A. focus on the individual only **B.** ignoring the environment
C. respect for ancestors and elders **D.** avoiding community gatherings
7. Which is a significant religious artefact in Indigenous Religion?
A. A wooden cross. **B.** A seven-branched menorah.
C. A sacred stone or staff. **D.** A copy of the Quran.

19. Which religious group is associated with the following symbol?



- A. Muslims
 - B. Indigenous believers
 - C. Jews
 - D. Christians
20. Which festivals are celebrated by Christians?
- A. Ramadan and Eid
 - B. Passover and Hanukkah
 - C. Christmas and Easter
 - D. Chisi and Izilo
21. Most Christians have their main collective worship on _____.
- A. Friday
 - B. Sunday
 - C. Saturday
 - D. Wednesday
22. Islam was founded in the 7th century by _____.
- A. Prophet Muhammad
 - B. Prophet Abraham
 - C. Jesus Christ
 - D. The Supreme Being
23. In the Islamic faith, the Supreme Being is called _____.
- A. God
 - B. Mwari
 - C. Yahweh
 - D. Allah
24. The sacred text of Islam is the _____.
- A. Bible
 - B. Torah
 - C. Quran
 - D. Mbira
25. Muslims gather for Friday services in _____.
- A. churches
 - B. mosques
 - C. synagogues
 - D. shrines
26. Religious leadership in Islam is provided by the _____.
- A. Pastor
 - B. Rabbi
 - C. Imam
 - D. Spirit Medium
27. A key moral teaching in Islam is to be _____.
- A. selfish and unkind
 - B. honest, kind, and generous
 - C. hateful to neighbours
 - D. dishonest with property
28. Islamic dietary laws require food to be _____.
- A. haram
 - B. sweet
 - C. unrestricted
 - D. halal
29. Important religious festivals for Muslims include _____.
- A. Christmas and Easter
 - B. Passover and Hanukkah
 - C. Eid-ul-Fitr and Eid-al-Adha
 - D. Chisi/Izilo

**END OF TOPIC 13
EXAMINATION**

**SOCIAL SCIENCE
7050/2**

PAPER 2

TIME: 1 HOUR 30 MINUTES

INSTRUCTIONS TO CANDIDATES

- Answer **all** questions in Section A.
- Answer any **four** questions in Section B.

Section A

Answer **all** questions in the spaces provided.

- (a) What is a disaster-proof house? [1]
 - (b) Explain **one** reason why houses are built on stilts. [1]
 - (c) State **one** other disaster-proof feature. [1]
 - (d) Give **one** community measure to prepare for disasters. [1]
 - (e) Mention **one** benefit of disaster-proof houses. [1]
- (a) Give **one** name used for the Supreme Being in Indigenous Religion. [1]
 - (b) Explain the meaning of the name in **2(a)**. [1]
 - (c) State **one** role of the Supreme Being. [1]
 - (d) Explain **one** way indigenous people show respect to ancestors. [1]
 - (e) Identify **one** sacred object or symbol used in Indigenous Religious practices. [1]
- (a)
 - (i) Name **one** religious artefact used in Indigenous Religion for music or communication. [1]
 - (ii) Name another religious artefact used during Indigenous rituals. [1]
 - (b) Explain the purpose of **one** artefact. [1]
 - (c) State **one** reason why artefacts are treated with respect. [1]
 - (d) State **one** key belief of Indigenous Religion regarding the Supreme Being. [1]
- (a) Name **one** festival or ceremony in Indigenous Religion in which the dance shown below is performed. [1]



- (b) Explain the purpose of one festival. [1]
 - (c) State **one** way festivals promote unity. [1]

- (d) Explain how Indigenous Religion helped early people understand the world around them. [1]
- (e) Identify **one** practice or ritual that shows the origin of Indigenous Religion. [1]
- 5. (a) (i) Explain **one** reason why Sunday is considered a day of rest in Christianity. [1]
- (ii) State **one** religious activity Christians perform on Sunday. [1]
- (b) State **one** Christian festival. [1]
- (c) Give **one** holy book used in Christianity. [1]
- (d) Identify **one** symbol commonly associated with Christianity. [1]
- 6. (a) (i) Name **one** textile-based artefact used during Islamic prayer. [1]
- (ii) Identify **one** headwear or clothing item often worn as a religious sign in Islam. [1]
- (b) Explain **one** use of a prayer mat. [1]
- (c) State **one** sacred day in Islam. [1]
- (d) Give the name of the founder of Islam. [1]

Section B

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

- 7. (a) Explain **one** reason why indigenous people perform rain asking ceremonies. [1]
- (b) Describe **one** effect of not respecting sacred places. [1]
- (c) Suggest **one** way communities can protect sacred forests. [1]
- (d) Give **one** role of ancestors in Indigenous Religion. [1]
- (e) State **one** way people communicate with ancestors. [1]
- 8. (a) Explain **one** key teaching of Christianity. [1]
- (b) Describe **one** importance of Christian festivals. [1]
- (c) Suggest **one** way Christians prepare for Christmas. [1]
- (d) List **one** Christian festival celebrated worldwide that marks the birth of Jesus. [1]
- (e) State **one** purpose of celebrating Christmas in Christianity. [1]
- 9. (a) Explain **one** key teaching of Islam. [1]
- (b) Describe **one** importance of Ramadan. [1]
- (c) Suggest **one** way Muslims prepare for *Eid-ul-Fitr*. [1]
- (d) State **one** purpose of celebrating Eid al-Fitr. [1]
- (e) Explain why Muslims perform prayers during religious festivals. [1]
- 10. (a) Explain **one** teaching of Judaism. [1]
- (b) Describe **one** importance of observing the Sabbath. [1]
- (c) Suggest **one** way Jewish families prepare for Passover. [1]
- (d) Explain **one** main teaching of Judaism. [1]
- (e) Identify **one** holy book used in Judaism. [1]

11. (a) What is the similarity between Christianity and Islam? [1]
(b) State **one** difference between Christianity and Judaism. [1]
(c) Give **one** example of a sacred place in any religion. [1]
(d) State **one** difference in how Indigenous Religion and Christianity view ancestors. [1]
(e) Explain **one** difference in the places of worship for Indigenous Religion and Christianity. [1]
12. (a) Explain **one** way in which religious festivals help communities. [1]
(b) Describe **one** role of religious leaders in maintaining traditions. [1]
(c) Suggest **one** way learners can respect different religions. [1]
(d) State **one** way religion promotes peace through its teachings on forgiveness. [1]
(e) State **one** role of religion in providing food or material help to the poor. [1]

School Based Project 13

Project title: Celebrating religious festivals and ceremonies respectfully

1. Problem identification (5 marks)

1.1 Description (1 mark)

Some learners have limited knowledge about religious festivals and ceremonies across Indigenous Religion, Christianity, Islam and Judaism. This has led to misunderstandings and lack of respect for different religious practices in the school and community.

1.2 Brief statement of intent (1 mark)

To create awareness and understanding among learners about major religious festivals, sacred days and ceremonies through educational activities and interactive displays.

1.3 Design specifications (2 marks)

- (i) Develop colourful posters illustrating different religious festivals and ceremonies.
- (ii) Organise interactive presentations where learners explain the significance of each festival.
- (iii) Set up a small exhibition of religious artefacts, symbols and attire.

2. Investigation of related ideas (10 marks)

2.1 Existing ideas (3 marks)

- (i) Religious studies lessons in school.
- (ii) Posters and charts in classrooms explaining religious practices.
- (iii) School debates and presentations on cultural and religious diversity.

2.1 Merits (3 marks)

- (i) Lessons provide factual knowledge on religions and ceremonies.
- (ii) Posters act as visual reminders of religious practices.
- (iii) Debates encourage learners to research and understand different beliefs.

2.1 Demerits (3 marks)

- (i) Lessons may be too theoretical and not interactive.
- (ii) Posters alone may not engage learners fully.
- (iii) Debates may lead to disagreements if not properly supervised.

3. Generation of ideas (15 marks)

3.1 Possible solutions with analysis (10 marks)

- (i) Create posters showing major festivals and ceremonies for Indigenous Religion, Christianity, Islam and Judaism.
- (ii) Conduct role-plays or dramatisations of key religious ceremonies and sacred days.
- (iii) Organise an exhibition of religious artefacts, symbols and attire.
- (iv) Introduce a “Religious awareness club” to guide learners in understanding different religions respectfully.

3.2 Evidence of ideas (3 marks)

- (i) Sketches of posters, exhibition layout and role-play scripts.
- (ii) Materials gathered: poster boards, markers, religious artefacts (replicas), coloured fabrics, charts.
- (iii) Sample slogan: “Respect all faiths – Celebrate diversity”

3.3 Merits (3 marks)

- (i) Posters and exhibitions make learning visual and interactive.
- (ii) Role-plays provide practical understanding of ceremonies.
- (iii) Awareness club promotes continuous learning and respect among peers.

3.4 Demerits (3 marks)

- (i) Artefacts may be fragile and require careful handling.
- (ii) Role-plays need teacher supervision and committed participants.
- (iii) Club activities require ongoing coordination and motivation.

4. Selection of choice and refinement (10 marks)

4.1 Indication of choice (1 mark)

We chose to create posters organise role-plays and set up a religious artefact exhibition.

4.2 Justification (2 marks)

- (i) Posters and exhibitions provide visual learning and continuous reference.
- (ii) Role-plays make learning experiential, helping learners understand and respect ceremonies.

4.3 Refinements (6 marks)

- (i) Use waterproof and laminated posters for durability.
- (ii) Include clear labels and explanations for artefacts in the exhibition.
- (iii) Schedule performances of role-plays in assembly to reach all learners.

5. Presentation of final solution (10 marks)

- (i) Posters displayed in classrooms and hallways showing religious festivals and ceremonies.
- (ii) Learners perform role-plays dramatising key ceremonies from different religions.

- (iii) Exhibition of religious artefacts, symbols and attire set up in a school hall.
- (iv) Religious awareness club monitors activities and promotes respectful dialogue.

6. Evaluation of the solution and recommendations (5 marks)

6.1 Evaluation: Learners demonstrated better understanding of religious festivals, ceremonies and sacred days. Respect and tolerance for different religions improved in school.

6.2 Recommendations:

- Continue updating posters and exhibitions with new information.
- Schedule regular cultural and religious awareness weeks.
- Invite religious leaders to explain the significance of festivals and ceremonies.

Total: 50 marks

ZIMBABWE GRADE SEVEN EXAMINATIONS

SOCIAL SCIENCE
PAPER 1

7050/1

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** as shown in the examples at the top of the answer sheet.
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** lozenge 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.

INFORMATION FOR CANDIDATES

Each question carries one mark.

[Turn over

**EXAMINATION
PRACTICE**
1
**SOCIAL SCIENCE
7050/1**
PAPER 1
TIME: 1 HOUR 45 MINUTES
INSTRUCTIONS TO CANDIDATES

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

1. A family with parents and children only is a _____.
 A. nuclear family
 B. extended family
 C. traditional clan
 D. single-parent family
2. Which statement describes a polygamous family?
 A. One man and one woman.
 B. One woman and many men.
 C. A husband with many wives.
 D. Children living with paternal grandparents.
3. What is the main purpose of totems?
 A. Wealth
 B. Identity
 C. Travel
 D. Language
4. Family unity is best strengthened by _____.
 A. shared cultural values
 B. constant internal arguments
 C. staying away from the community
 D. being disrespectful to the elderly
5. In a stable marriage, “fidelity” means _____.
 A. many partners
 B. sharing property
 C. being faithful
 D. living apart
6. Which of the following causes marriage disputes?
 A. Teamwork
 B. Money problems.
 C. Respect
 D. Sharing chores.
7. How should a family manage conflict?
 A. Violence
 B. Silence
 C. Gossip
 D. Dialogue

8. Look at the picture of a family talking at a table.



The illustration shows _____.

- A. unresolved family conflict B. a family breaking apart
C. healthy communication D. ignoring family needs
9. All these cause family disintegration **except** _____.
- A. alcohol abuse B. being honest
C. lack of respect D. constant fighting
10. All the following are benefits of adhering to the age of consent **except** _____.
- A. protecting minors from exploitation B. promoting access to secondary education
C. allowing children to marry for food D. helping young people grow up safely
11. A citizen of Zimbabwe is a person who _____.
- A. owns an expensive motor vehicle B. has legal rights and duties
C. travels to foreign lands D. works in another country
12. How does a responsible citizen show patriotism?
- A. Respect B. Crime C. Laziness D. Theft
13. In which year did Zimbabwe gain independence?
- A. 1975 B. 1980 C. 1995 D. 2000
14. Select the correct meaning of self-governance.
- A. Foreign rule. B. Elected leaders.
C. No government. D. Military rule.
15. The main goal of Zimbabwe's Land Reform was to _____.
- A. share land fairly B. help foreign investors
C. build many primary schools D. improve the national railway network
16. The picture of people in the field below shows _____.



- A. cities B. farming C. industry D. mining

30. What influences the design of a shelter?
A. Fashion **B.** Fame **C.** Colour **D.** Climate
31. How can cities solve housing shortages?
A. Build low-cost houses. **B.** Force people to leave.
C. Ignore the urban poor. **D.** Leave people homeless.
32. Desertification is mainly caused by _____.
A. trees **B.** rain **C.** overgrazing **D.** farming
33. Afforestation is the practice of _____.
A. removing all vegetation **B.** planting trees for forests
C. burning indigenous forests **D.** cutting down old trees
34. Puberty is a stage in life when _____.
A. school ends **B.** you start a job
C. you get married **D.** physical changes occur
35. Select a physical change in boys during puberty.
A. Mood swings. **B.** Voice deepening.
C. General laziness. **D.** No physical change.
36. Which emotional change happens during puberty?
A. Confusion and mood swings. **B.** Feeling completely calm.
C. Lack of all feelings. **D.** Instant maturity.
37. "Social etiquette" refers to _____.
A. bad behaviour **B.** being rude
C. ignoring others **D.** polite behaviour
38. Good communication skills involve _____.
A. listening and speaking clearly **B.** shouting very loudly
C. ignoring other people **D.** avoiding all strangers
39. Look at the picture of a woman giving food.



- This activity is an example of _____.
A. sports **B.** politics **C.** volunteering **D.** business
40. What is the main goal of voluntary work?
A. Money **B.** Service
C. Conflict **D.** Laziness

ZIMBABWE GRADE SEVEN EXAMINATIONS

SOCIAL SCIENCE PAPER 2

7050/2

SPECIMEN PAPER

Time: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Section A

Answer **all** questions.

Section B

Answer any **four** questions.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question.

This question paper consists of **two** sections, **A** and **B**.

FOR EXAMINER'S USE

Section A

1

2

3

4

5

6

Section B

TOTAL

Specimen Paper

[Turn over

EXAMINATION PRACTICE

1

SOCIAL SCIENCE 7050/2

PAPER 2

TIME: 1 HOUR 30 MINUTES

INSTRUCTIONS TO CANDIDATES

- Answer **all** questions in Section A.
- Answer any **four** questions in Section B.

Section A

Answer **all** questions in the spaces provided.

- Define a nuclear family. [1]
 - Explain the difference between monogamous and polygamous families. [1]
 - State **one** behaviour that strengthens a marriage. [1]
 - Explain what forgiveness is. [1]
 - Describe how religious leaders may assist couples in resolving conflicts. [1]
- State **one** cause of marital disputes. [1]
 - Explain **one** effect of family conflict on children. [1]
 - Suggest **one** way of managing family conflicts. [1]
 - State the importance of being open and honest in a couple. [1]
 - Name **one** role of a marriage officer. [1]
- Define citizenship. [1]
 - State **one** right of a citizen. [1]
 - Give **one** responsibility of a citizen. [1]
 - Give the age at which one can vote in Zimbabwe. [1]
 - State the supreme law of Zimbabwe. [1]
- Define independence. [1]
 - Give **one** benefit of independence. [1]
 - Explain how self-governance helps in national development. [1]
 - Name the branch of government responsible for making laws. [1]
 - Explain how good governance can promote transparency, accountability and respect for the law. [1]
- Define the term inheritance. [1]
 - Name the Act that guides the writing of wills in Zimbabwe. [1]
 - State **one** item that was traditionally passed down through generations. [1]
 - Who was responsible for deciding inheritance in traditional communities? [1]
 - Give **one** group that now has equal inheritance rights under modern law. [1]

EXAMINATION
PRACTICE

2

SOCIAL SCIENCE
7050/1

PAPER 1

TIME: 1 HOUR 45 MINUTES

INSTRUCTIONS TO CANDIDATES

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

1. The picture below shows a family type.



The structure of the family shown is called _____.

- A. polygamous
 B. monogamous
 C. extended
 D. single parent family
2. Who solves disputes at village level in Indigenous Religion?
- A. Chief
 B. Village head
 C. Go between
 D. Judges
3. Which people are forbidden to marry each other?
- A. The rich and the poor.
 B. The young and the old.
 C. The fat and thin.
 D. People of the same totem.

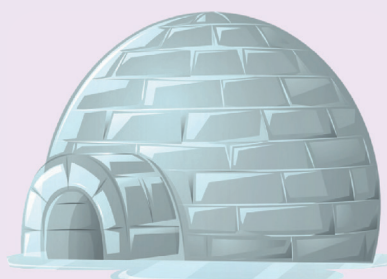
15. The picture below shows a religious artefact used in Indigenous Religion.



What is the purpose of the religious artefact?

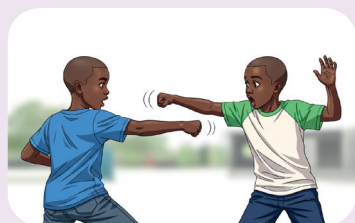
- A. It is a symbol of spiritual power and authority.
 - B. It represents the spiritual ancestors.
 - C. It is a talking and walking stick.
 - D. It shows the presence of God.
16. Which one is a form of sexual abuse?
- A. Accompanying a minor.
 - B. Greeting someone.
 - C. Stealing one's money.
 - D. Exposing oneself to an unwilling person.
17. The Bible is written in chapters and _____.
- A. paragraph
 - B. stanzas
 - C. verses
 - D. units
18. The taking of illegal drugs, overuse of alcohol and prescription drugs is _____.
- A. sexual abuse
 - B. substance abuse
 - C. child abuse
 - D. women abuse
19. Totems are often used in ceremonies to promote pride and _____.
- A. conflict
 - B. unity
 - C. wealth
 - D. debt
20. One of the effects of child marriages is _____.
- A. death
 - B. hunger
 - C. laziness
 - D. wealth
21. Which national holiday recognises Zimbabwe's freedom from colonisation?
- A. New Year's Day
 - B. Africa Day
 - C. Defence Forces Day
 - D. Independence Day
22. Identify one winter crop which is grown in Zimbabwe.
- A. Maize
 - B. Wheat
 - C. Rice
 - D. Tomatoes

23. The picture below shows a form of shelter.



The shelter above is used by _____.

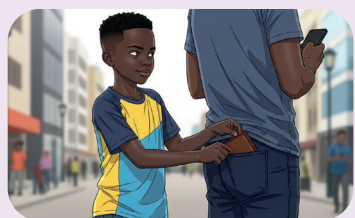
- A. eskimos B. Arabs C. shepherds D. hunters
24. Why is air transport used to transport perishable goods?
A. It is safe. B. It is cheap. C. It is fast. D. It holds more.
25. Which type of pollution is caused by throwing pollutants in dams and rivers?
A. Air pollution. B. Land pollution.
C. Water pollution. D. Noise pollution.
26. Carefully look at the pictures below.



A.



B.



C.



D.

Which picture is showing a good moral?

27. A period of development in children from eleven to fifteen years is called _____.
A. bigamy B. adulthood C. manhood D. adolescence
28. Marriage is an important rite of passage in all cultures. One example of an indigenous marriage is _____.
A. a white wedding B. Christian marriage
C. child pledging D. Nikah
29. The role of the aunt or uncle in marriage is _____.
A. guidance and counselling B. looking for problems
C. paying lobola D. cooking
30. The following are voluntary community activities **except** _____.
A. attending school lessons B. community gardens
C. health care services D. charity walk

EXAMINATION PRACTICE

2

SOCIAL SCIENCE 7050/2

PAPER 2

TIME: 1 HOUR 30 MINUTES

INSTRUCTIONS TO CANDIDATES

- Answer **all** questions in Section A.
- Answer any **four** questions in Section B.

Section A

Answer **all** questions in the spaces provided.

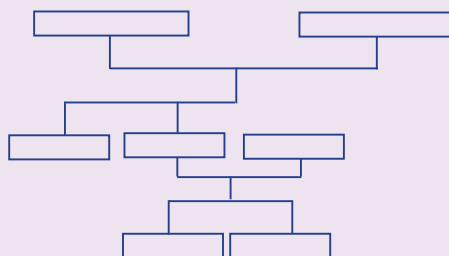
- Name **one** way to acquire accommodation. [1]
 - Give **one** advantage of renting a house. [1]
 - Give **one** disadvantage of renting a house. [1]
 - Mention **one** benefit of constructing your own house. [1]
 - Explain **one** reason why owning a house is important. [1]
- Define governance. [1]
 - Name **one** structure of the central government. [1]
 - Give **one** role of the local government. [1]
 - Explain **one** reason why rules and laws are important. [1]
 - State **one** national celebration in Zimbabwe. [1]
- What is a taboo? [1]
 - State **one** indigenous taboo about the totem animal. [1]
 - Identify **one** consequence of breaking the totem animal taboo. [1]
 - Identify the indigenous totem name for the people whose animal totem is Lion. [1]
 - Give **one** reason why taboos are important for culture. [1]
- Define transport. [1]
 - State **one** mode of transport. [1]
 - Explain **one** reason why modern transport is important to Zimbabwe. [1]
 - State **one** hazard in the transport industry. [1]
 - State **one** cause of road accidents in the transport industry. [1]
- Define desertification. [1]
 - State **one** cause of desertification. [1]
 - Explain how afforestation helps reduce desertification. [1]
 - State **one** way communities can prevent soil erosion. [1]
 - Give **one** effect of desertification on farming. [1]

6. (a) Define puberty. [1]
 (b) State **one** physical change in puberty. [1]
 (c) Explain **one** way teenagers can cope with peer pressure. [1]
 (d) State **one** importance of understanding puberty. [1]
 (e) State **one** negative effect of peer pressure on adolescents. [1]

Section B

Answer any **four** questions in the spaces provided.

7. (a) Explain **one** way in which cultural identity can be preserved. [1]
 (b) State **one** role of institutions in shaping identity. [1]
 (c) What does the diagram represent? [1]



- (d) (i) Describe **one** way language helps shape identity in Zimbabwe. [1]
 (ii) Give **one** example of a symbol that represents Zimbabwean identity. [1]
8. (a) Explain **one** cause of conflict in marriages. [1]
 (b) Explain **one** way of managing conflict in the family. [1]
 (c) Identify **one** role of a marriage counsellor as shown below. [1]



- (d) (i) Describe **one** way people show respect in public places in Zimbabwe. [1]
 (ii) Give **one** example of behaviour considered rude in Zimbabwean society. [1]
9. (a) Explain **one** benefit of the land reform programme. [1]
 (b) State **one** challenge faced by beneficiaries of the land reform. [1]
 (c) Identify the activity shown in the picture below. [1]



- (d) (i) Name **one** common communicable disease found in Zimbabwe. [1]
 (ii) State **one** way to prevent waterborne diseases in Zimbabwe. [1]
10. (a) Explain **one** factor influencing choice of transport. [1]
 (b) Explain **one** measure that can improve road safety. [1]
 (c) Identify the purpose of the road sign below. [1]



- (d) Name **one** type of public transport commonly used in Zimbabwe. [1]
 (e) State **one** advantage of using roads for transporting goods. [1]
11. (a) Explain **one** way Zimbabwe benefits from tourism. [1]
 (b) State **one** way tourism can be improved in SADC countries. [1]
 (c) Identify the activity shown in the picture below. [1]



- (d) Describe **one** popular leisure activity in rural areas of Zimbabwe. [1]
 (e) Give **one** challenge people face in finding time for leisure. [1]
12. (a) Explain **one** cause of poverty in Zimbabwe. [1]
 (b) Explain **one** way poverty can be reduced. [1]
 (c) The picture below shows an orphanage. Name **one** kind of help the orphans are being given. [1]



- (d) Name **one** orphanage in Zimbabwe. [1]
 (e) State **one** person who built an orphanage in Zimbabwe. [1]

Answers to end of topic and Examination practices paper 2

End of topic 1 examination

Paper 2: Section A

Question	Suggested answers
1.	(a) Learning family traditions./ Respect and good behaviour. (b) Extended family (living with parents and grandparents). (c) Teaching cultural values. / Providing basic needs. (d) To share ideas, solve problems and celebrate together. (e) Keeping records of family history. / Speaking indigenous languages.
2.	(a) A family structure where a husband has two or more wives. (b) Provides a larger support system for childcare and resources. (c) Lack of financial resources. / Eldest sibling being overwhelmed by adult duties. (d) Providing food, shelter and moral guidance. (e) Through community support groups or government social grants.
3.	(a) (i) A diagram showing lineage and relationships between family members. (ii) It helps people understand their ancestry and origins. (b) (i) An emblem (usually an animal) representing a specific clan/lineage. (ii) To prevent incest (marriage between relatives) and preserve history. (ii) <i>Shumba</i> (Lion). / <i>Mhofu</i> (Eland). / <i>Moyo</i> (Heart).
4.	(a) The exchange of information and feelings between family members. (b) Lack of mutual respect. / Financial stress. / Dishonesty (c) Frequent misunderstandings and anger. (d) Engaging in dialogue and active listening. (e) Improved cooperation and stronger emotional bonds.
5.	(a) (i) Providing support during bereavements or droughts. (ii) Cultural festivals. / National holiday celebrations. (b) Teaching national history and official languages. (c) Shona. / Ndebele. / Chewa. / Tonga (any of the 16). (d) It enriches national identity and promotes tolerance.
6.	(a) Being faithful and loyal to one's marriage partner. (b) Showing care, empathy and supporting each other's goals. (c) Being transparent about finances and personal activities. (d) It values the partner's opinions and prevents emotional abuse.

End of topic 3 examination

Paper 2: Section A

Question	Suggested answers
1.	(a) Traditions, artifacts and sites passed down from previous generations. (b) Great Zimbabwe. / Victoria Falls. / Matobo Hills. (c) It provides a sense of identity and links us to our past. (d) Wildlife. / Minerals. / Rivers. (for example, Zambezi River). (e) It gives citizens a common identity and shared pride.
2.	(a) The family teaches basic manners, respect and initial cultural values. (b) Behavioural problems. / Loss of identity. / Increased community conflict. (c) Respect (<i>Uhu/Ubuntu</i>). / Honesty / Hard work. (d) Naming ceremony. / Marriage ceremony. / Burial ceremony. (e) To strengthen family bonds and maintain cultural continuity.
3.	(a) A group of people living together who teach accepted social behaviours. (b) Through elders giving advice and community members correcting bad acts. (c) Elders storytelling under a tree. / Communal labour (<i>Nhimbe</i>). (d) It ensures safety, cooperation and social order. (e) Respecting elders. / No littering in public spaces.
4.	(a) Local knowledge unique to a culture used for survival and production. (b) Using organic manure / Planting based on the movement of stars or birds. (c) It provides affordable and sustainable ways to treat illness or grow food. (d) Through oral tradition (storytelling) and practical demonstration. (e) Loss of cultural identity and dependence on expensive foreign technology.
5.	(a) Afforestation / Tree planting. (i) Prevents soil erosion. / Provides oxygen and timber. (b) Protecting “sacred forests” (Rambakurimapwa) where cutting trees is banned. (c) Passing government laws that fine people for illegal mining or poaching. (d) Ensures that future generations have access to the same resources.
6.	(a) (i) The process of increased global connectivity and exchange of ideas. (ii) Exposure to diverse cultures and wider choices of partners. (iii) Loss of privacy due to over-sharing on social media. (b) Using the internet to research and document their own cultural history. (c) It allows instant communication and sharing of cultural media globally.