

GEOGRAPHY SEMINAR HELD ON 28TH.JUNE.2025 AT HOLY CROSS LAKE VIEW S.S.S WANYANGE

Sample 1: Map skills

For this item use the EAST AFRICA 1: 50, 000 (**UGANDA**): NAKASONGOLA Map extract sheet 50/2 series Y732 Edition 1- USD to respond to the tasks.

Nakasongola is one of the least developed Districts in Uganda. The area has distant social services, dominant subsistence Agriculture, few improved access roads, few processing industries, and high level of poverty among the population.

However, the area has a great potential for development because it has vast areas with a variety of relief features, drainage features, a variety of vegetation types and climate with many characteristics. These resources have not been fully utilized to cause development in the area and this has drawn concern from the local leaders, government, Community Development Organizations (**CDOs**) and Development Partners on how the livelihood of the people can be improved.

A one-day capacity building workshop for the community and the various stake holders has been organized at Wabinyonyi school at (grid reference 415451) to discuss ways of improving people's life and you are invited to attend.

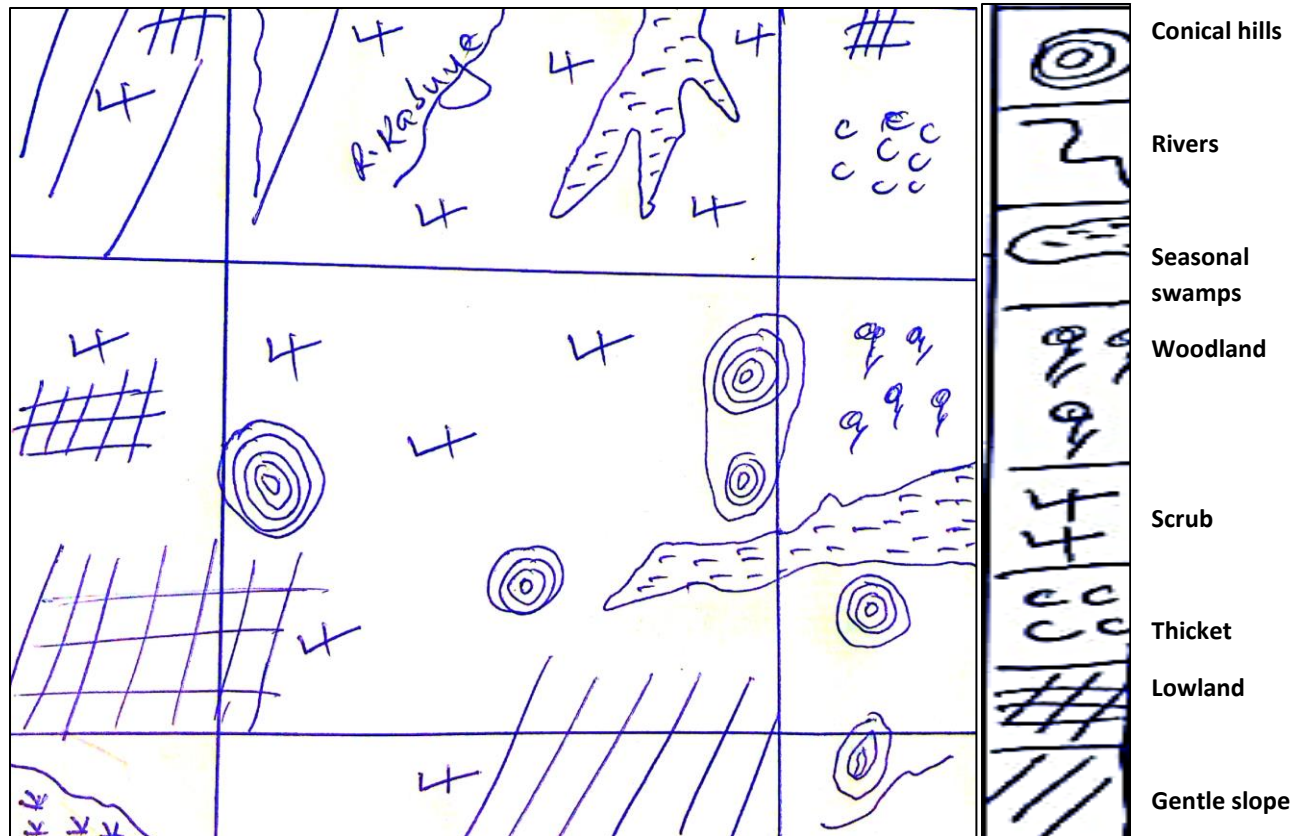
Task:

- a) How much shall a cotton farmer from Wabigalo (grid reference 400389 need to spend on transport to attend the workshop and return home if he used a boda boda motorcycle charging shs **2500** per kilometer.
- b) Using a sketch of the area, show the stake holders at the workshop the **major Natural resources** that can be used to cause development in the area.
- c) Explain to the stake holders how the natural vegetation of the area can be used to improve the livelihood of the people and reduce poverty.

RESPONSES

- a) Distance = 7.4KM – 7.6KM – 7.8KM X 2
14.8KM-15.2KM-15.6KM
Boda boda charges 2500shs per Kilometer
1KM=2500shs
15.2 x 2500
=3800/= (at least 3700-3900)

b) A SKETCH MAP OF NAKASONGOLA SHOWING MEASURE VEGETATION AND RELIEF FEATURES



c) The learners are expected to explain to the stake holders at the workshop how the natural vegetation can be used to improve livelihood and reduce poverty of the people

Identifying the natural vegetation and use – CK

Explaining how its use to improve livelihood – CU

Show the location of the natural vegetation on the map – AP

Expected responses

- The papyrus vegetation can be used for making craft materials like mats which can be used to earn income for example in the south of Nampiki south west of Nakasongola in the grid box 2538.
- The woodland vegetation can be used for bee keeping/Apiary which provide honey for sell or consumption for example at Machumu, Wankembo among others

- The scrub vegetation at Nsuga can be used for livestock rearing which provide people with food, milk, meat, earning income after sell
- The forest vegetation can be used for selective lumbering to get timber for sale or construction of houses eg in the forest north of kakondi or grid box 3545.
- The thicket vegetation can be used for extraction of herbal medicine to cure diseases, for sale eg at wankembo, namasa north east of nakijja.
- The forest and woodland vegetation can be used to establish recreation centers ,facilities as camp sites helping people to earn income eg kakondi wankembo etc
- The forest and woodland can be used for agro forestry to provide people with fruits and income e.g Kakondi, Machumu, wankembo among others.
- Forests/woodlands can be used from wildlife conservation to attract tourists which bring income, creation of employment e.g in the North West of Kakondi

Sample 2: Map skills

Use the East Africa 1: 50,000 (UGANDA) NAKASONGOLA map extract Sheet 50/2, Series Y732, Edition 1-USD to respond to the task.

Nakasongola is one of the areas in Uganda that is least developed, though it has a variety of resources like vegetation, relief features and extensive land for agriculture. All the resources identified above, once properly utilised, can enable the local communities to live a better life. The Community Development Officers in the two sub-counties of Kakooge and Wabinyonyi have contacted some development agencies to ensure that those resources are utilised.

Their interest is to develop tourism and agriculture that will generate income, improve revenue in the area, plus the lives of the people. The climate of Nakasongola seems to be the only limiting factor to this development. The agencies, therefore, are looking for a company that can give them a thorough report before they embark on the development plan. Your school has been identified as one of the institutions that can perform that task.

- (a) A development workshop has been organised for the farmers from different sub counties at a hall in grid reference 399455.
 - (i) Name the area of the workshop.
 - (ii) The people of Kakooge sub-county have a challenge with the mobile communication mast. The community has asked you to identify the most suitable site for the project. Use the map to identify it.
- (b) Draw a sketch map of the area and on it mark and name the:
 - (i) Counties within the area of work.
 - (ii) Types of vegetation in the area

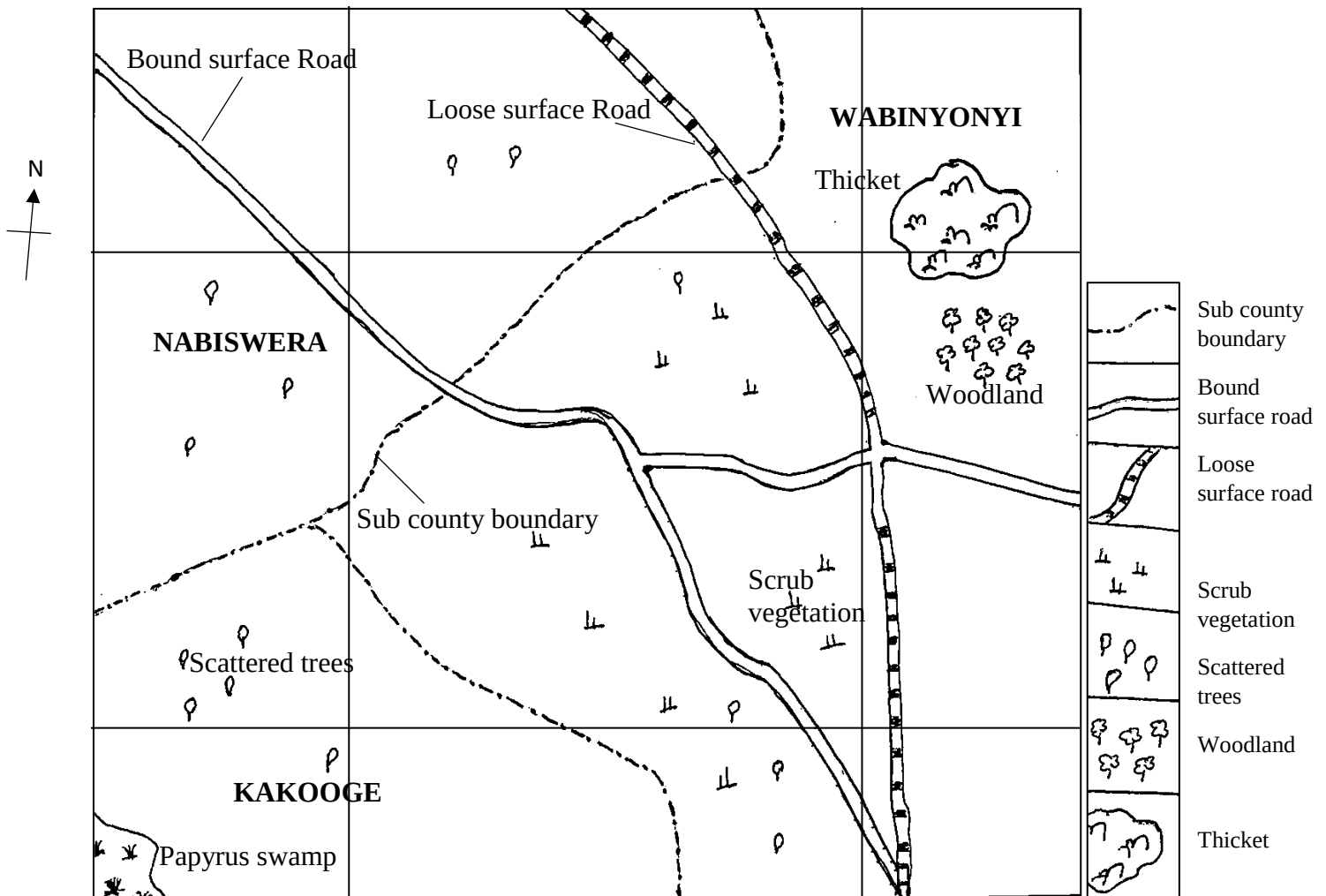
- (iii) Communication networks the team will be using while carrying out their work.
- (c) Using evidence from the map extract, explain the problems the team might face while working in this area.

RESPONSES

- (a) (i) The name of the place of the workshop at 499455 is Nakasongola county Headquarter or county Headquarters North of Wakibombo hill or East of Wabale or county Headquarters south of Lukiiko post camp
- (ii) The most suitable area for the establishment of the telecommunication mast in Kakoge sub county would be 350385/349385

Reason; it has the highest altitude or elevation of 3700ft above sea level.

(b) A SKETCH MAP OF NAKASONGOLA SHOWING SUB COUNTIES, VEGETATION TYPES AND COMMUNICATION ROUTES.



(c) Using evidence from the map extract, explain the problems the team might face while working in the area.

- One is expected to;
- Identify the problem
- Give evidence/reason.
- Give the location of the evidence e.g
- Water scarcity/ shortage during the dry season because of seasonal swamps like Walukoge, Nalukoma, Kansiri etc
- Occasional flooding of the roads during the rainy season because of the loose surface road and bound surface road cross Kansiri and Nalukoma seasonal swamps.
- Difficulty in transport in the area because of distant developed transport routes like all-weather roads bound and loose surface.
- Shortage of labour force in the area because of scanty settlement.
- Too much sunshine because limited vegetation with dominant scrubs in Wabinyonyi, Kakoge and Nabiswera sub counties.
- Shortage of safe drinking water because of few boreholes within Nakasongola Trading centre and Wabinyonyi sub county headquarters.

Sample 1: photograph skills

In the recent times, the government of Uganda has been putting emphasis on the sustainable use of water resources especially fisheries. This has come in the wake of fish depletion due to illegal fishing practices, contamination of fishing grounds, degradation of wet lands among others. This is likely to cause a crisis and negatively affect the livelihood of the fishing communities.

Several attempts have made by law enforcement bodies by patrolling fishing grounds and apprehending the victims. However, this has met a lot of resistance from the local community and human rights activists on the basis that people's livelihood is interfered with beside the harsh ways of handling the victims.

A sensitization meeting has been called for one of the communities near a lake in your country by the Directorate of Fisheries Resources (**DFR**) under the Ministry of Agriculture, Animal Industry and Fisheries (**MAAIF**) and you are representing your school in attendance. This is intended to improve the quality of life of the community through long term resource use.

Support material

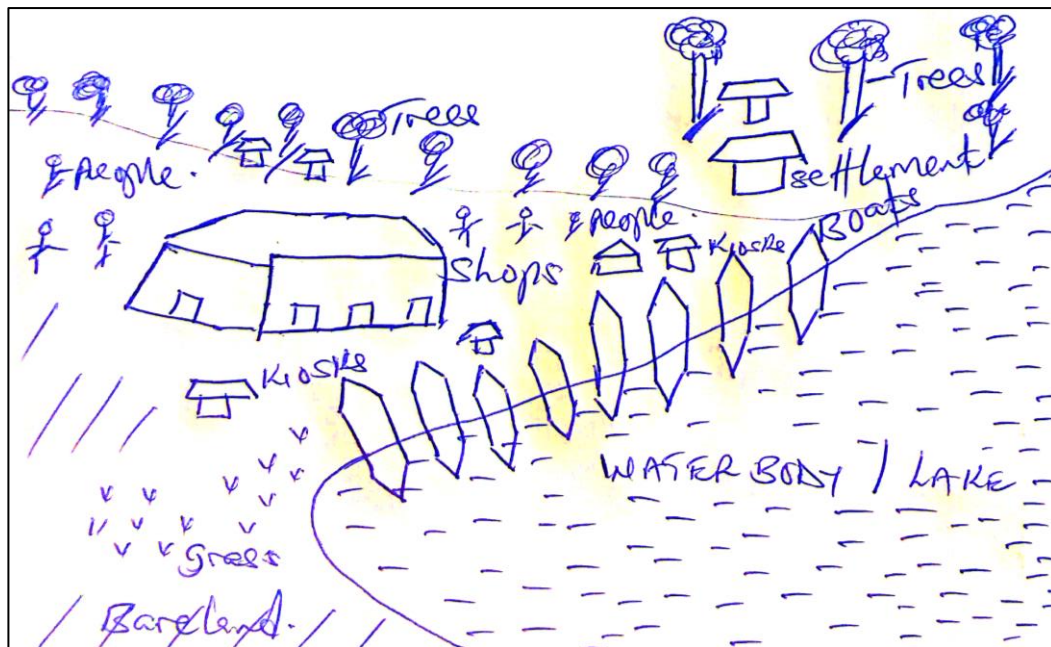


Task:

- a) Use a suitable illustration to show the resources in the area shown on the photograph and identify the different land use activities in the area.
- b) Explain to the local community the various ways they can use to maintain a sustainable and better livelihood through fishing activities

RESPONSES

- a) LANDSCAPE SKETCH/SKETCH OF THE PHOTOGRAPH SHOWING RESOURCES OF THE AREA



b) Learners are expected to explain to the local communities the various ways they can use to maintain a sustainable and better livelihood through fishing activities

- Use of better fishing methods like standard sized nets catch mature fish which allow young fish to mature for future use
- Promoting seasonal fishing in some parts of the lake to give room to allow breeding of fish to increase fish stock
- Encouraging fish farming using cages, ponds to reduce over reliance on the lake for fishing and allow fish breeding.
- Restocking the lake using the fish from the hatcheries to increase fish stock
- Encouraging the fishing community to engage in fish processing to get other products and value to earn income.
- Using modern/improved fish preservation methods like refrigeration to reduce fish losses
- Encouraging proper waste management by using established dumping sites, regular collection to reduce pollution of the fishing grounds

- Encouraging the fishing community to form saving groups to encourage saving culture and investment to get more profits.

Sample 2: photograph skills

In East Africa, tourism is one of the major foreign exchange earners. The East African governments therefore have to invest in people to look after the wildlife species and the unique landscape thus this year's Uganda theme 'Wildlife conservation, finance, investing in people and the planet.' The East African governments have been raising awareness of the benefits of conservation to humanity, like employment, revenue and others, to save the beautiful and diverse kinds of flora and fauna.

However, the government's efforts to finance the conservation are met with threats and challenges. Communities in the surrounding environment have intensified the hunting down of animals, destroyed forests, which are all threatening the tourism sector. This human-wildlife conflict has worried the tourism board, which has decided to hold a conference to address those challenges. Your school has been invited to this conference.

Support material

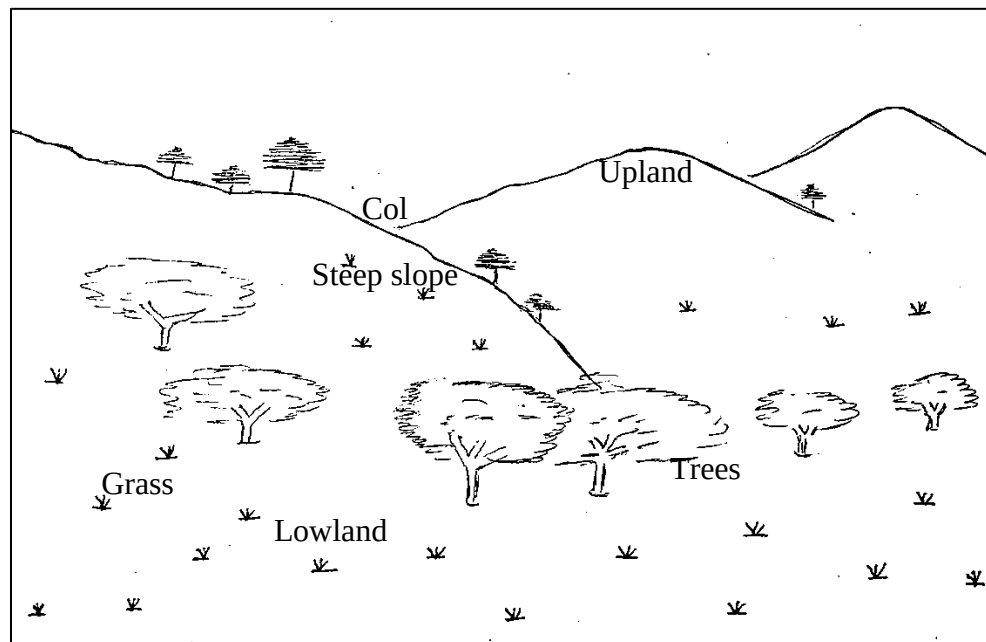


- (a) (i) Draw a landscape sketch of the area shown in the photograph.
- (ii) Identify the potential tourist activities that the area in the photograph provides.
- b) Write a document which your team will use to reduce the conflict identified in the scenario.

Responses

- The landscape drawn should have;
- Marginal information (CK- Title, frame and labelling)
- It should have different features marked and name in their relative positions.

(a) (i) A LANDSCAPE SKETCH OF THE AREA IN THE PHOTOGRAPH SHOWING PHYSICAL FEATURES.



(ii) The learners are expected to identify the tourist activities in the photograph by;

- Identifying the activity
- Show evidence/ Reason/indicator for the activity.
- Give the location by demonstrating the ability to use parts of the photograph. E.g
- Mountain climbing /highland climbing/hiking because of the upland in the middle ground.
- Photography/ filming because of beautiful scenery of the upland in the middle ground and vegetation in the foreground.
- Sun bathing on the upland because of the clear sky/sunny condition in the middle ground.
- Zip lining in the foreground because of the tall fairly spaced trees.
- Forest or bush walk because of the tall and fairly thick trees in the left middle ground.

- Studying/research because of the variety of vegetation in the middle and foreground.
- Controlled/ licensed hunting because of the grassland and woodland vegetation with wild animals in the fore ground.
- Camping in the area because of the lowlands and gentle slopes in the foreground/ middle ground among others.

(b) A document explain the various ways of reducing the human-wildlife conflict in the area.

- Fencing the conservation areas using poles and live electricity wires to prevent wild animals from straying human habited area ad property.
- Promoting habitat conservation and restoration by limiting human activities so as to provide safe areas for wildlife.
- Protecting the livestock and crop farms by fencing which reduces the damage/loss of crops and animals.
- Developing surveillance system or cameras to monitor animal movements and human activities near conservation areas.
- Promoting community engagement and education through workshops, seminars to promote conservation practices, show importance of co-existence hence reduce conflicts.
- Recruiting more game rangers and wardens to monitor the movement of animals and watch out negative human activities in conservation areas.

Item 3

During the last year's holidays, Members of your school Wild Life Club planned and went for a field tour in areas of Kisoro, Kabale, Rukiga and Rubanda. You chose this place because you heard that the area had magnificent scenery made up several relief landforms, drainage features, a variety of vegetation types and animals among others.

While there, you came across a large upland that you were told extended to the Republic of Rwanda and Eastern parts of the Democratic Republic of Congo. You found communities staying on the slopes of the uplands and living a subsistence livelihood. When you asked them about how such an upland came into existence, they told you that they were also born and found it there and couldn't tell how it came into existence. Some members of your group were puzzled about the existence of the upland and they requested you to help them if you had any idea.

Support material:



Task:

- a) Using your knowledge of geography, help the members of your group understand how such an upland came into existence.
- b) Explain to the local community how they can improve their livelihood from subsistence to commercial and better life.

RESPONSES

- a) The learners are expected to explain the formation of the upland by;

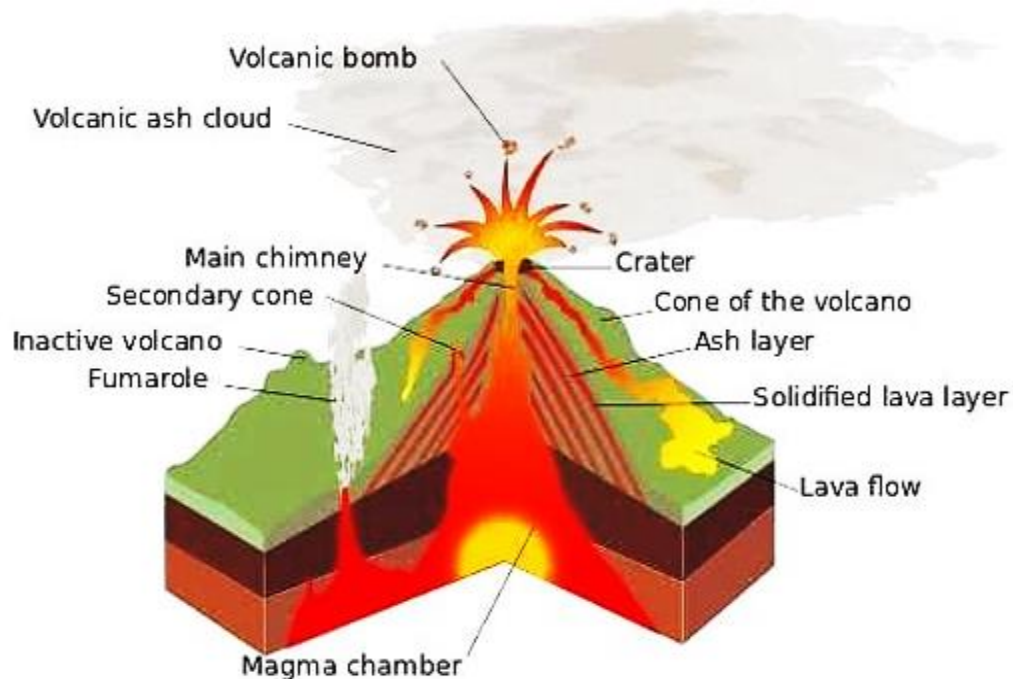
Identifying the type of upland as volcanic/volcano or name it as Muhavura/mufumbiro ranges

Explain the process of formation

It is formed by Volcanicity where magma/ molten rock from the magma chamber in the interior of the earth close to the surface of the earth through an opening /vent/pipe.

This was caused by intense heat and pressure due to geochemical reaction and radio activity which melted the rocks. The molten rock generated convection currents which created openings and forcing magma to move upwards. On reaching the surface the lava cools and solidifies around the vent forming a large upland called a volcano with a crater, parasitic cone among others.

Diagram of the volcano



- b) The learners are expected to explain to the local community around the upland how they can improve their livelihood from subsistence to commercial better life
- They can grow cash crops like coffee, wheat among others to sell and earn income for better livelihood
 - They can diversify arable farming by growing a variety of crops like fruits, vegetables among other to increase production and earn income.
 - They can add value to their crops by processing their crops to make spices from which are sold to earn more income
 - They can construct accommodation facilities like guest houses, lodges for tourists to earn income
 - They can establish recreational centres and facilities for example camping sites which earn income
 - They can make a variety of crafts which can be sold to tourists for example wood curving, bags to earn income
 - They can carry out agro forestry by growing some crops with trees which are sold to earn income
 - They can form entertainment groups to show case culture and earn income

Item 4.

East Africa is endowed with several rivers in different parts of each country. These rivers flow through areas of different altitude, for example some flow from about **5000m** above sea level to areas of about **2000m** or below above sea level.

The communities along rivers and river valleys heavily depend on them for their livelihood. They carry out fishing, recreation facilities, agriculture, transport, mining, craft making among others. However, despite these benefits, the communities are faced with a number of challenges like flooding, attacks from wild animals, diseases like typhoid etc affecting their livelihood. They have approached their local leaders for solutions but little has been achieved. The local leaders of one of the areas along the river valleys have organized a sensitization workshop with community and government officials where you are expected to attend to discuss ways of improving the livelihood of the people.

Task:

- a) Identify the **major** rivers in the countries of East Africa that are used by the community for their livelihood.
- b) Explain to the people in the workshop the ways through which the challenges can be overcome and improve the life of the people along river valleys.

RESPONSES

- a) The learners are expected to name rivers in East African countries by;
 - Naming the rivers
 - Stating the country

In Uganda;

Victoria Nile

Albert Nile

River Katonga

River Kafu

River Manafwa among others

In Kenya;

River Tana

River Athi/Galana

River Nzoia

River Mara among others

In Tanzania;

River Ruffigi

River Ruvuma

River Mpangani

River Kagera

River Malagalasi among others

b) The learners are expected to explain how the challenges facing people along river valleys can be solved;

- Encouraging people to sleep under treated mosquito nets to reduce mosquito bites and death due to malaria infection
- Encouraging people to put on life jackets during fishing and navigation to reduce death in case of accidents
- Providing safe water for home use by establishing water treatment plants, boiling water to reduce water borne diseases
- Constructing concrete barrier/ levees/embankments along the river banks to reduce destruction by floods
- Practicing better waste management systems by establishing dumping sites, treating wastes to reduce water pollution.
- Gazzeting areas for dangerous aquatic animals to reduce their attacks which promotes safety of people
- Planting trees along river banks to reduce erosion and silting of the river which limits the occurrence of floods
- Encouraging the people to settle far from the flood plains on raised areas to reduce destruction of property by floods

Item 5

The East African Community (EAC) economic bloc is involved in foreign trade among the member states as intra-regional trade and with overseas countries such as China, United Arab Emirates (UAE), Japan, and the European Union Countries (EU).

The EAC has been exporting different items like minerals, agricultural products, fish resources and earning foreign exchange. According to the data from the East African Business Council, the region's earning in Billion United States Dollars (USD Billion) were as follows; 2020- 15.0, 2021- 17.0, 2022- 19.0, 2023- 20.7 and 2024- 22.4. In the same period, the EAC spent on imports in Billion United States Dollars (USD Billion) as follows; 2020- 25.0, 2021- 28.5, 2022- 32.0, 2023- 35.5 and 2024- 37.9.

The above foreign trade pattern has drawn concern from the leaders in East Africa, the East African Community Business Council and Development Partners that requires attention and involvement of different stake holders to address within the East African Community.

Task:

- a) (i) Use a suitable statistical table to present the pattern of foreign trade in the East African Community.
- (ii) what are your observations on the pattern of foreign trade in the East African community between 2020 and 2024.
- b) Explain to the stake holders the various ways that can be used to increase the export earnings in the East African Community.

RESPONSES

- a) i) The learners are expected to draw a table, must have columns and rows with
 - Title having component, area and period/year
 - Values of exports and imports with units

TABLE SHOWING FOREIGN TRADE / EXPORT AND IMPORT PATTERN FOR THE EAST AFRICAN COMMUNITY BETWEEN 2020 TO 2024

Year	Exports in billion USD	Imports in billion USD
2020	15.0	25.0
2021	17.0	28.0
2022	19.0	32.0
2023	20.7	35.5
2024	22.4	37.9

- a) ii) Learners are expected to comment on the pattern of the foreign the foreign trade in the E.A.C using the information in the scenario and the table.
 - Between 2020 and 2024, the East African had less total export earnings than the import expenditure of 94.1 billion and 158.9 billion USD

- Between 2020 to 2024 the export earnings in the East African countries kept increasing from 15.0 to 22.4 billion USD
- Between 2020 to 2024 the import expenditure from the East Africa countries kept increasing from 25.0 to 37.9 billion USD
- Between 2022 to 2023, the East African countries had the least increase in the export earnings of 1.7 billion USD

b)

Item 6:

Africa just like other parts of the world is experiencing a high level of urban growth centres/cities in different countries. This has been brought by rapid increase of people living in urban areas due to many jobs, better social services, several commercial activities etc.

This pattern of urban growth has brought a lot of benefits like increased production, improved infrastructure, large market etc

However, rapid urbanization in the world has caused a lot of environmental and social challenges especially where the urban authorities and planners have done little to improve on the urban facilities.

The City Authorities and Planners in Africa have called a one-week conference on urban planning at Cairo and you are invited to attend.

Support material

A table showing selected Cities in African countries and their population in 2022.

City	Total population
Cairo	10,044,894
Lagos	27,000,000
Nairobi	4,750,056
Dar-es-Salaam	5,383,728
Pretoria	4,040,315

Task;

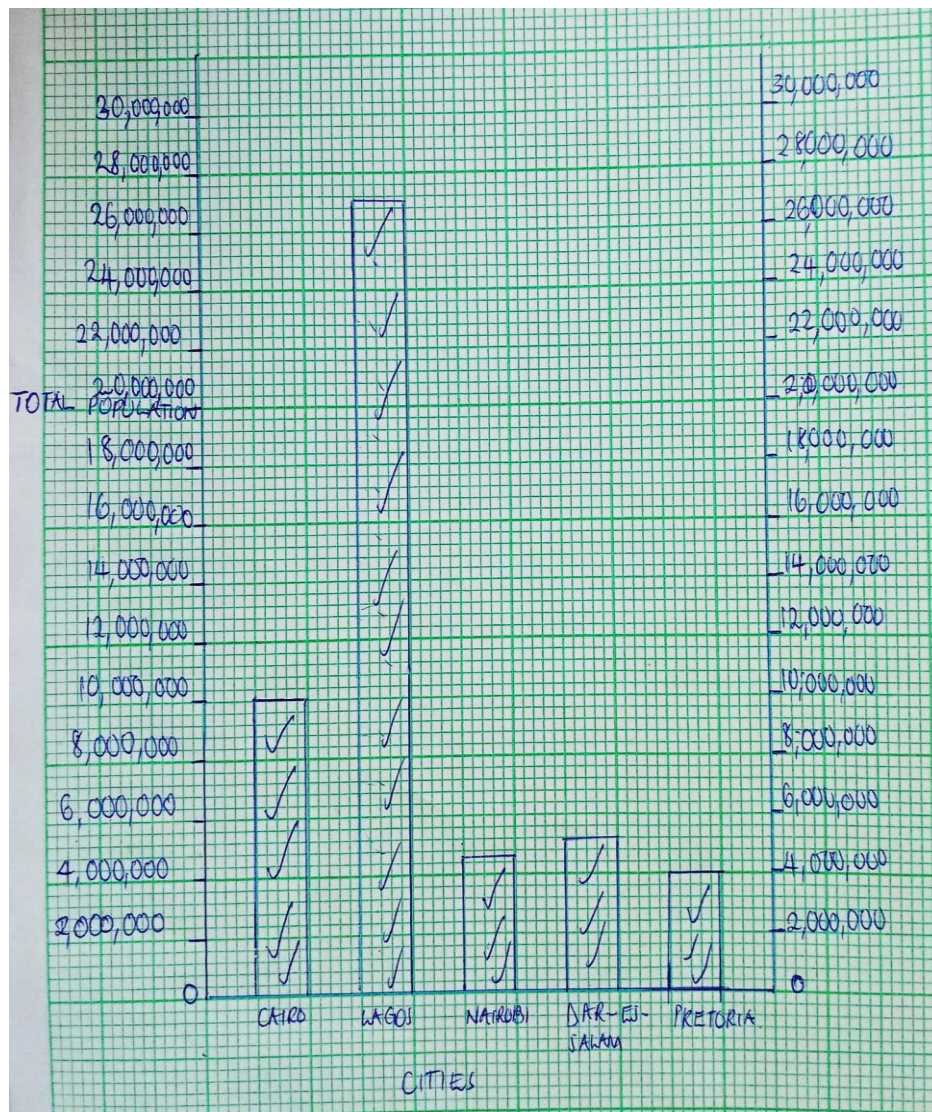
- i) Use a suitable statistical graph to represent the information in the scenario
 - ii) What are your observation about the pattern of urban population in selected countries as seen in the scenario and graph drawn?
- b). Explain to the City Authorities and Planners how challenges associated with rapid urban growth can be overcome.

RESPONSES

The learner is expected to use a suitable statistical graph to represent the information in the scenario.

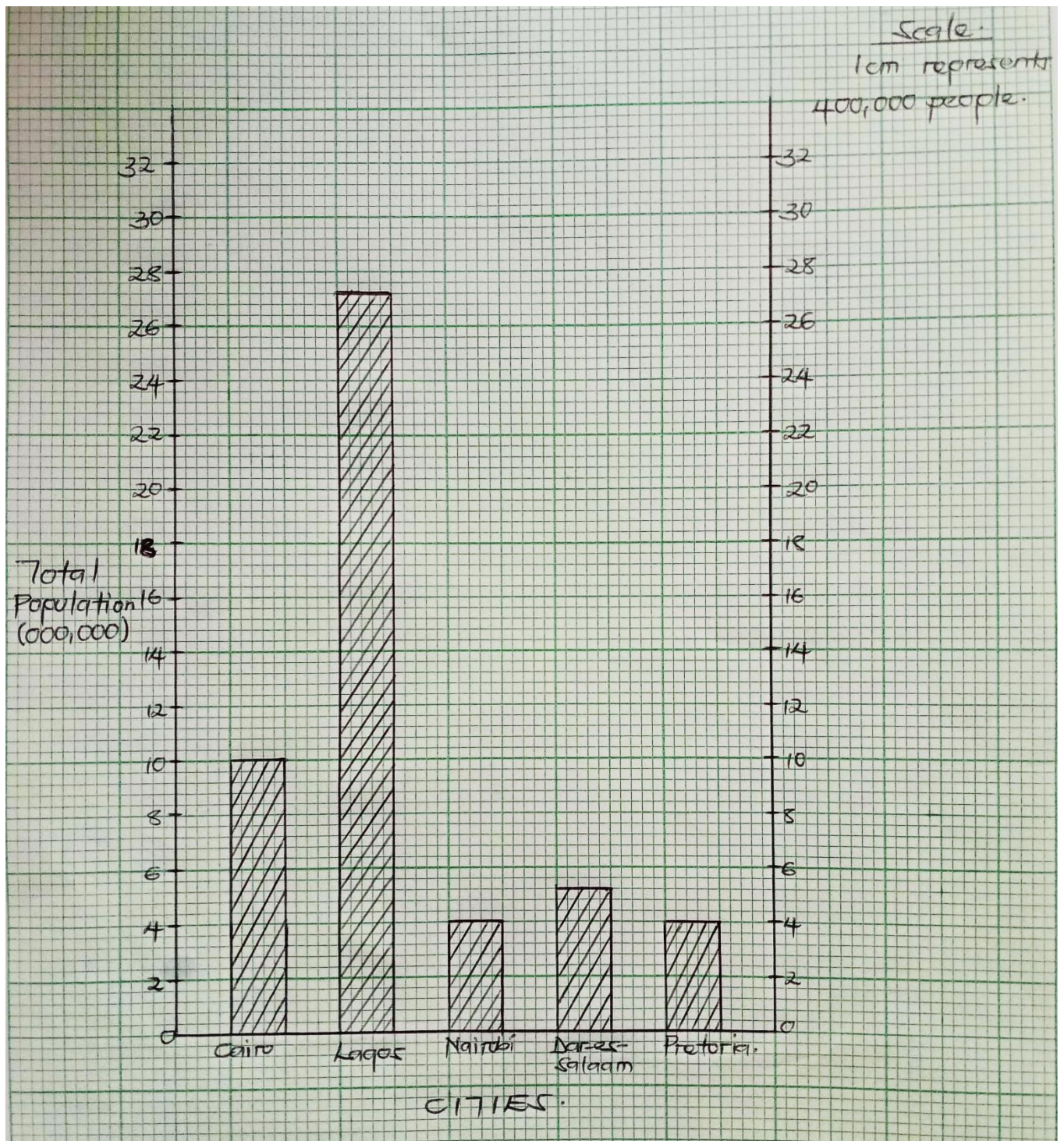
- The expected statistical graph should be;
- A bar graph or a pie chart
- The learner must indicate the;
- The title
- Starting the scale / be consistent on the vertical and horizontal scale
- Name the axes i.e vertical and horizontal

THE BAR GRAPH SHOWING SELECTED CITIES IN AFRICAN COUNTRIES AND THEIR POUPLATION IN 2022



OR

THE BAR GRAPH SHOWING SELECTED CITIES IN AFRICAN COUNTRIES AND THEIR POUPLATION IN 2022



OR

$$\begin{aligned}\text{Total Population} &= 10,044,894 + 27,000,000 + 4,750,056 + \\ &\quad 5,383,728 + 40,440,315 \\ &= \underline{\underline{51,218,993 \text{ people}}}\end{aligned}$$

$$\text{Cairo} = \frac{10,044,894}{51,218,993} \times 360^\circ = 70.6^\circ \approx 71^\circ$$

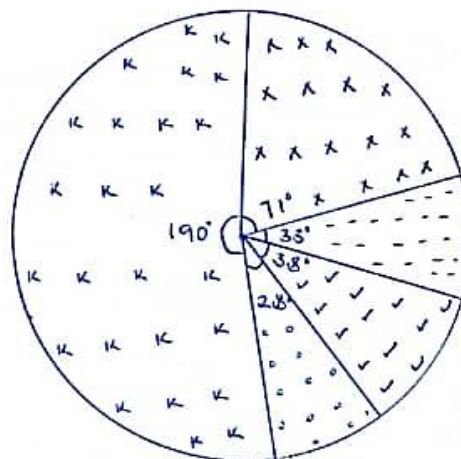
$$\text{Lagos} = \frac{27,000,000}{51,218,993} \times 360^\circ = 189.7^\circ \approx 190^\circ$$

$$\text{Nairobi} = \frac{4,750,056}{51,218,993} \times 360^\circ = 33.3^\circ \approx 33^\circ$$

$$\text{Dac-es-Salaam} = \frac{5,383,728}{51,218,993} \times 360^\circ = 37.8^\circ \approx 38^\circ$$

$$\text{Pretoria} = \frac{40,440,315}{51,218,993} \times 360^\circ = 28^\circ$$

A PIE CHART SHOWING TOTAL POPULATION FOR
SELECTED CITIES IN AFRICAN COUNTRIES IN 2022



KEY	
XXX	Cairo
XXX	
XXX	
- - -	Nairobi
- - -	
- - -	
V V V	Dac-es-Salaam
V V V	
V V V	
o o o	Pretoria
o o o	
o o o	
K K K	Lagos
K K K	
K K K	

a ii) The learners are expected to show their observations on the pattern of urban population selected countries by;

Identifying the country with/without urban centre and pattern of urban population

Show the evidence by giving the urban population of the city in that country

Expected responses/ observations

- Nigeria had the most/ highest urban populated city with 27,000,000 people in 2022
- Egypt had the second most/highest urban populated city with 10,044,894 people
- South Africa had the least populated city with 4,040,315 people
- Kenya had the second least/ lowest populated city with 4,750,056 people

b)

- They can construct affordable and better accommodation facilities by establishing estates, apartments to provide accommodation to the increasing population
- They can plan for the use of public transport like buses, trains within the cities to reduce traffic congestion
- They can provide the un employed urban population with startup capital in form of soft loans, grants to enable them start their own income generating activities to reduce urban poverty.
- They can install traffic lights along road junctions, construct fly overs at busy junctions to regulate traffic flow for easy movement of people and goods
- Expanding social service centres like schools, hospitals and markets to promote efficient provision of social services to improve on life

END