

## SEETA HIGH SCHOOL GREEN CAMPUS

## SENIOR THREE GEOGRAPHY SEMINAR HELD ON 29.7.2023

## GUIDING QUESTIONS

1. Irene lives in Nakawa Division in Kampala district. Her friends from the village visited her and saw a variety of things in the area where she lives. These were a Lake at Luzira and a hill at Naguru. They travelled along an all-weather road from Ntinda to Kampala City. On their way to the city, they bought some eats from Shops at Ntinda trading center. They were happy to see the National referral hospital at Mulago. Other things were a broad valley between Kololo hill and Naguru hill. It is called Naguru go-down valley. Within the valley, runs a stream. It is called Lugogo stream. Many people use the water from the stream for washing boda boda motor cycles and cars.

- (a) Use the table below to classify the physical and human features found in the environment in which Irene lives

Physical features	Human made features

**Learning outcome assessed:**

The learner uses fieldwork to observe, name and classify human and physical features (s,gs)

- (b) Explain two activities Irene and the people in the area where she lives can do to survive

**Learning outcome assessed:**

The learner appreciates that the study of geography helps us understand how our lives are affected by the environment and how we can preserve the environment so it remains useful to us (a,gs)

- (c) The fate of our well-being and the future generations depends on how best you and me use the resources in our midst.

State **two** things you and the people in the community where you stay **volunteer** to do as a way of caring for and preserving resources in the environment.

**Learning outcome assessed:**

The learner is able to:

Appreciates that caring for and preserving resources in the local environment, community and country are signs of love for one's country (a,v,gs)

- (2) Carefully Study the Map extract of BULISA, part of sheet 29/4 series Y732 and do the tasks that follow.

- (a) State the amount of ground distance that was reduced to fit the area shown on the map of Bulisa on the sheet of paper as

- (i) A ratio
- (ii) A fraction
- (iii) A statement

**Learning outcome assessed:**

**The learner understands that maps are representations of the world at different scales**

- (b) Stephen is visiting Bulisa for the first time. He is going to Lake Albert using public transport and entering Bulisa area from the South via Butiaba and Masindi loose surface road.
- (i) How much distance will he travel in Kilometers along that road to reach the shores of Lake Albert
  - (ii) He intends to tour Lake Albert, but has very little knowledge about how large it is. Help him determine the area covered by Lake Albert excluding swamps

**Learning outcome assessed:**

**The learner is able to:**

*Use linear scale and representative fraction to estimate distance, area, and size of features on a map*

- (iii) He intends to attend a church service at the church at Kisansya (Grid reference 231376) before visiting the trigonometrical station at Katara (Grid reference 208344). Help him/her to determine the:

**Direction** in which he/she will move from the church to the trigonometrical station

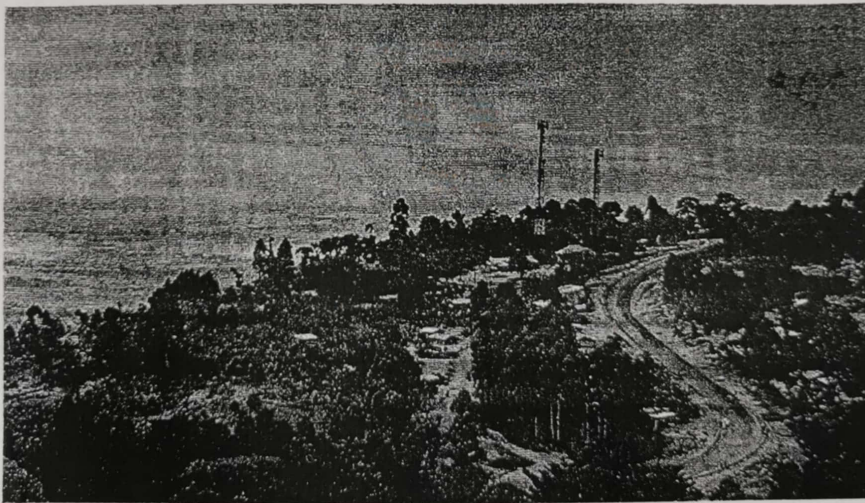
**Bearing** of the trigonometrical station from the church

**Learning outcomes assessed:**

**The learner is able to:**

*Use letter and number co-ordinates, bearing and directions to locate places on the map*

- (3) Carefully Study the photographs provided and answer questions that follow:



- (a) Draw a landscape sketch of the area shown on the photo. On it mark and name:

- (i) One transport route
- (ii) Communication masts
- (iii) Forested area
- (iv) One area of settlement



(b) Explain **two reasons** why you would recommend a tourist coming to East Africa to visit the area shown in the photograph

**Learning outcomes assessed:**

The learner is able to:

- (a) Describe an area seen on a photograph.
- (b) Make a sketch of an area from a photograph

4. Study table 1 below showing climate statistics of station A in East Africa and do the tasks that follow:

	J	F	M	A	M	J	J	A	S	O	N	D
Temp (°C)	21	21	21	21	21	20	21	21	22	22	21	21
R/fall (mm)	147	158	249	356	316	86	48	86	107	132	161	193

- a) Using the graph paper provided, neatly draw a Climate graph to represent the Climate of Station A

**Learning outcome assessed:**

The learner should be able to:

Draw and use climate graphs of local and other areas to describe climate

- b) A group of local farmers in the area where station A is found, have just received funds from the government under the Parish Development Model (PDM) scheme. They wish to carry out a farming project of growing crops.

Among the activities they are expected to do are: Clearing the land, ploughing, preparation of seeds, planting, spraying, weeding etc.

As somebody who has learnt and understood the influence of climate on human activities, design a **farm calendar** to help these local farmers plan, coordinate and effectively carry out farming activities throughout the year

The learner should be able to:

Appreciate that people's lifestyles are influenced by the type of weather and climate

5. Senior two students are set to visit the National Metrological Station in Entebbe for a fieldwork study. Their major learning outcome is to understand the elements of weather and how they are measured and recorded.

Imagine you are the metrological officer at the station, prepare a presentation that you will give to help them understand how Rainfall and air pressure are measured and recorded at the station

- a) Rainfall
- b) Air pressure

**Learning outcome assessed:**

The learner is able to:

- Understand the elements of weather and how they are measured
- Know the names of the main instruments used for recording the different elements of weather and how each one is used

6. Two London football clubs Arsenal and Manchester United are scheduled to play a premiership football league match at 2:00 pm in London (0° longitude).

Explain why their Ugandan fans in Kampala (Uganda) (32° E) will start watching the match live at 4:00 pm

**Learning outcome assessed:**

The learner is able to:

- Calculate time using longitudes

7. Fieldwork is one way of collecting geography information. The senior one class has just reported to school and are preparing to conduct a fieldwork study at a trading center nearby your school. They have very little knowledge about how to collect information. You have been requested to assist them. As a person who has learnt and understood how to use and apply different techniques used in fieldwork,

Explain the various methods or techniques will recommend to them to use to collect information

**Learning outcome assessed:**

The learner should be able to:

Use observation, interviews, questionnaires, drawings and photographs in fieldwork

8. A group of tourists on a tour of Eastern Uganda visited Tororo town. They were amazed by the towering rock outcrop which they later learnt was called Tororo rock. When they reached Mbale, they were equally welcomed by the magnificent Mt Elgon. They appreciated nature but are confused how these features came about. As somebody who learnt and understood the processes of formation of landforms, prepare a presentation to help them understand how these two landforms were formed

- (a) Tororo Rock  
(b) Mount Elgon

**Learning outcome assessed:**

The learner should be able to:

Understand how each of the main landforms was formed by rocks themselves or by the rocks being worn away or eroded away

(c) Physical features like Tororo rock and Mount Elgon offer many opportunities and challenges to communities in areas where they are found. Choose any **one** landform feature in the area where you stay or you have learnt about in class and explain how it has affected the way of life of the people

**Learning outcome assessed:**

The learner is able to:



(9)

90% households in Uganda derive their energy from firewood and charcoal. According to the world bank, the total demand for wood fuel is estimated to have increased by 9.1% between 2015 – 2019. This has translated into massive acres of forests and woodlands being cleared for firewood and charcoal leading to climate change. (Source: *The New Vision Newspaper: February 19<sup>th</sup> 2023*) The above trend has continued and if no efforts are made to change the situation, our grandchildren will not have a safe place to live in.



You have been appointed a National Programme Officer for NEMA, write an article of about 100 words on the recommendations / advices you will make to the Ministry of Environment to change the trend of forest cover destruction

**Learning outcome assessed:**

The learner is able to:

Understand possible ways in which communities and government can reduce the effects of climate change

- (10) Large Copper deposits estimated to be at a depth of 3,000 ft below the earth's crust have been discovered near Seeta Hill. A mining company without experience in extracting minerals at that depth has approached you for assistance.

- Prepare a written presentation showing a step-by-step process that will help them obtain the mineral ore.
- Explain the problems of using the method you have described in (a) above

**Learning outcome assessed:**

The learner should be able to:

Understand the methods of mining for different minerals and their problems