

S.2 GEOGRAPHY

ITEM 1

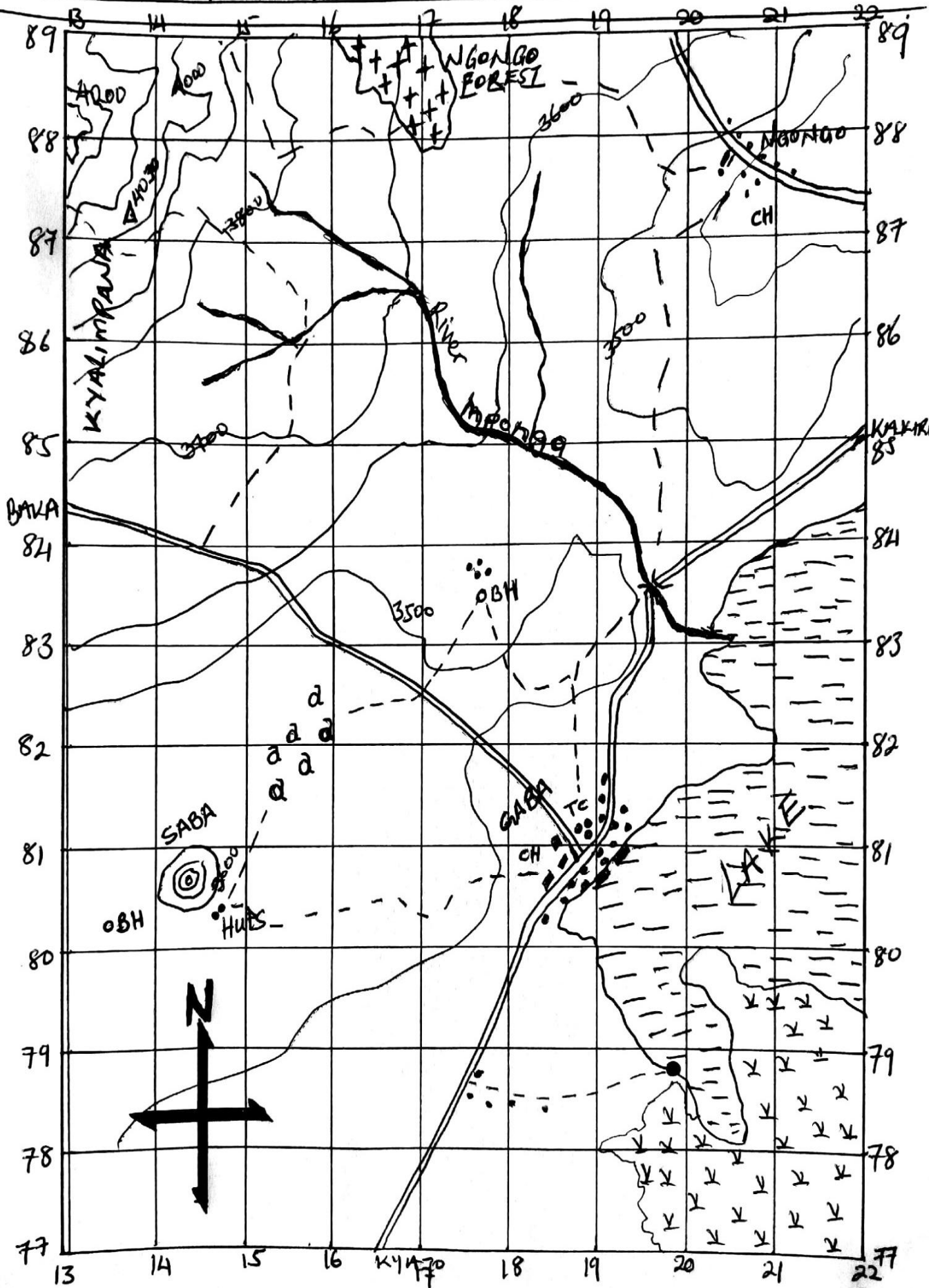
Many S.1 students joined secondary learning in February 2025 and they were introduced to subject Geography to discover about the local areas. A local study tour was carried out in GABA, Ngongo, SABA villages in KYOTO local area. They were given a drafted map of the area showing many physical and human development.

However, other students have joined in second term and have found class completed the chapters like introduction to Geography and showing local areas in Maps. Using the knowledge acquired in your new learning and the drafted local map area of KYOTO, help your new S.1 friends about the following.

Task

- a) Identify the
- (i) Three physical environments in the areas of KYATO
 - (ii) Three human environments in the areas of KYATO **(05 scores)**
- b) Wasswa is a trader in GABA Trading Center and would like to deliver goods in other areas, guide him about
- (i) bearing of
 - Saba borehole from church from Ngongo.
 - Bridge on river Mponga from huts at Saba
 - (ii) direction of
 - Gaba church from Ngongo forests
 - Saba hill from papyrus swamps. **(04 scores)**
- c) (i) The people in GABA would like to visit relatives in Ngongo village but is after crossing river Mpongo, guide them on the grid location of the crossing point.
- (ii) The fishermen are worried about the small fish catches and local government wants to know the lake size, calculate the area covered. **(03 marks)**

A MAP OF KYATO LOCAL AREA



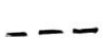
KEY



Hill



Roads



Motorable roads.



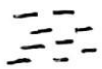
Settlements (Huts and Houses)



Trading centers.



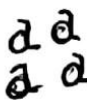
churches.



water body.



Papyrus swamps



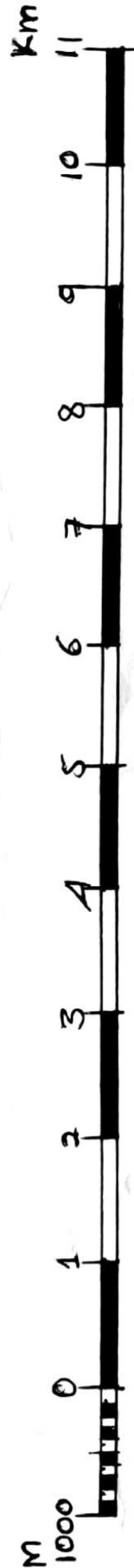
Woodlands



Forests.



Bore holes.



Item 2

The S.1 students conducted a field work study to any one drainage feature in Uganda. They were impressed to see water plunging over cliff from a ridge into lowlands as it drains the surrounding communities.

Their tour guides explained that it formed due to different hard and soft rock during volcanicity. Students were asked to record and photograph to help them in making of report. One them is provided below.

During their follow up stage, students were asked to report information with polishing of photographs collected and explaining conclusions for communities to improve their wellbeing.

A support photograph collected during field work



Task

- (a) (i) Name the nature of the drainage the students visited and the feature interested them.
(ii) Identify the land uses in the communities captured in the photograph. **(4 scores)**
- (b) Illustrate a sketch of the land scape in the communities captured in the photograph to show environment. **(4 scores)**
- (c) Explain to the communities reporting the physical problems people are facing in carrying out the land uses. **(4 scores)**

SECTION B

Item 3

Wakiso district is in central Uganda experiencing varying weather elements. People are supported through engaging in cultivation of crops, subsistence animal rearing, poultry production and other activities.

Recently farmers were hit by a prolonged drought and harvests were bad followed by famine. This affected the living of many people and some migrated to other parts looking for better farming places.

Leaders of farmers cooperatives were asked to visit a weather station to get climate forecasts of the next season in which you participated.

- (a) (i) Outline the major forecasted elements considered.
(ii) Makes farmers understand importance of these forecasts. **(4 scores)**
- (b) AS farmers visited a weather station, they were able to project the measurement and recording of weather element, explain the other farmers how **two** elements are recorded. **(8 scores)**

Item 4

Uganda, Kenya and Tanzania are countries making up the East African Region. It lies between 5°N to 13°S of the Equator. Uganda is the smallest with 241038 km^2 , Kenya with 582646 km^2 and Tanzania with 945087 km^2 . Countries have lakes, rivers which provide water to the people, however people have challenges in using them.

Your class members were comparing countries in the region and asked to respond to the following.

Task

- (a) (i) Name the countries surrounding Uganda and not in the East African Region.
(ii) Draw a table to represent the statistics of the countries comparison in the region. **(4 scores)**
- (b) Illustrate a chart to represent the statistics in the scenario. **(4 scores)**
- (c) Advise the people in Uganda on how to utilize the water resources in Uganda. **(4 scores)**

E N D