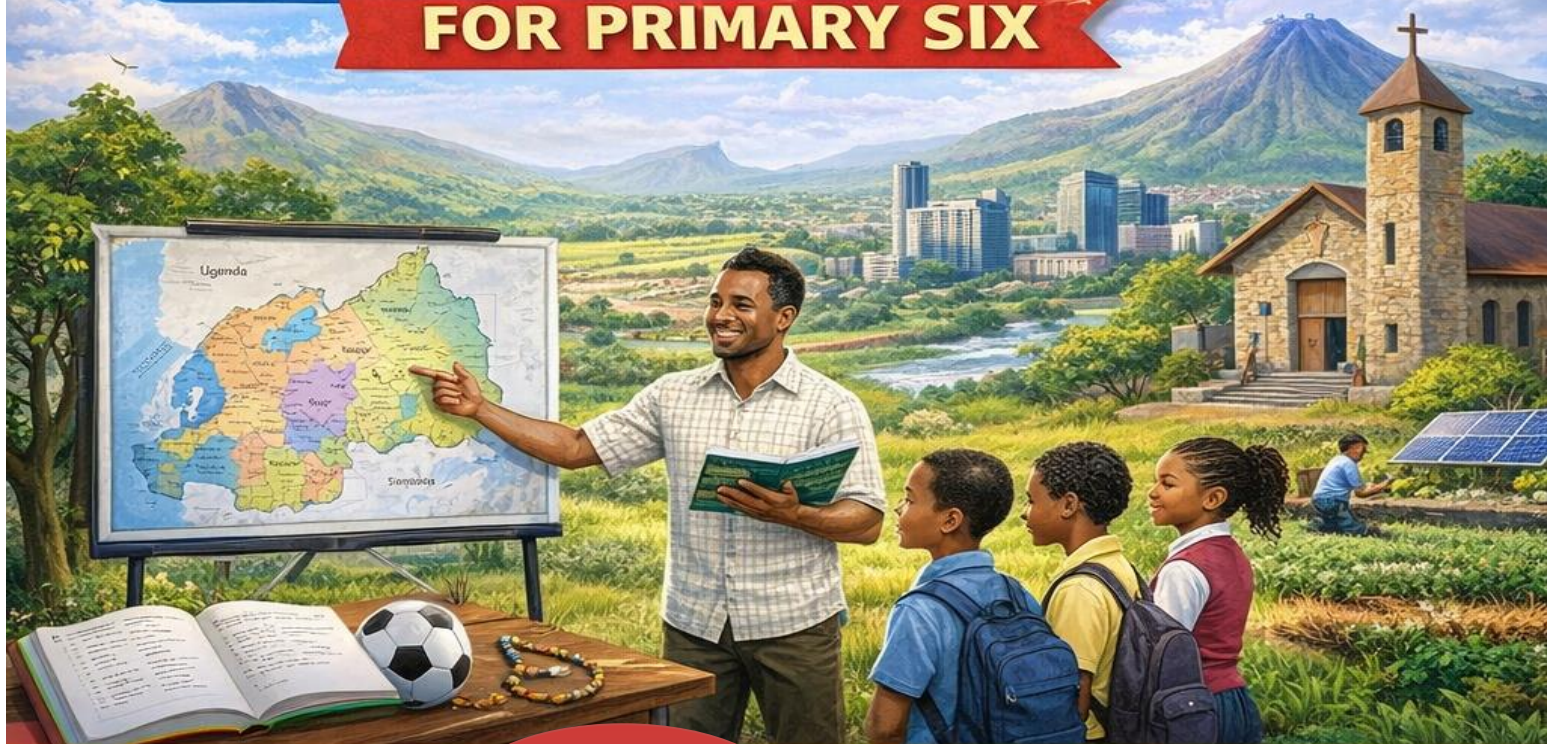


SOCIAL STUDIES & RELIGIOUS EDUCATION

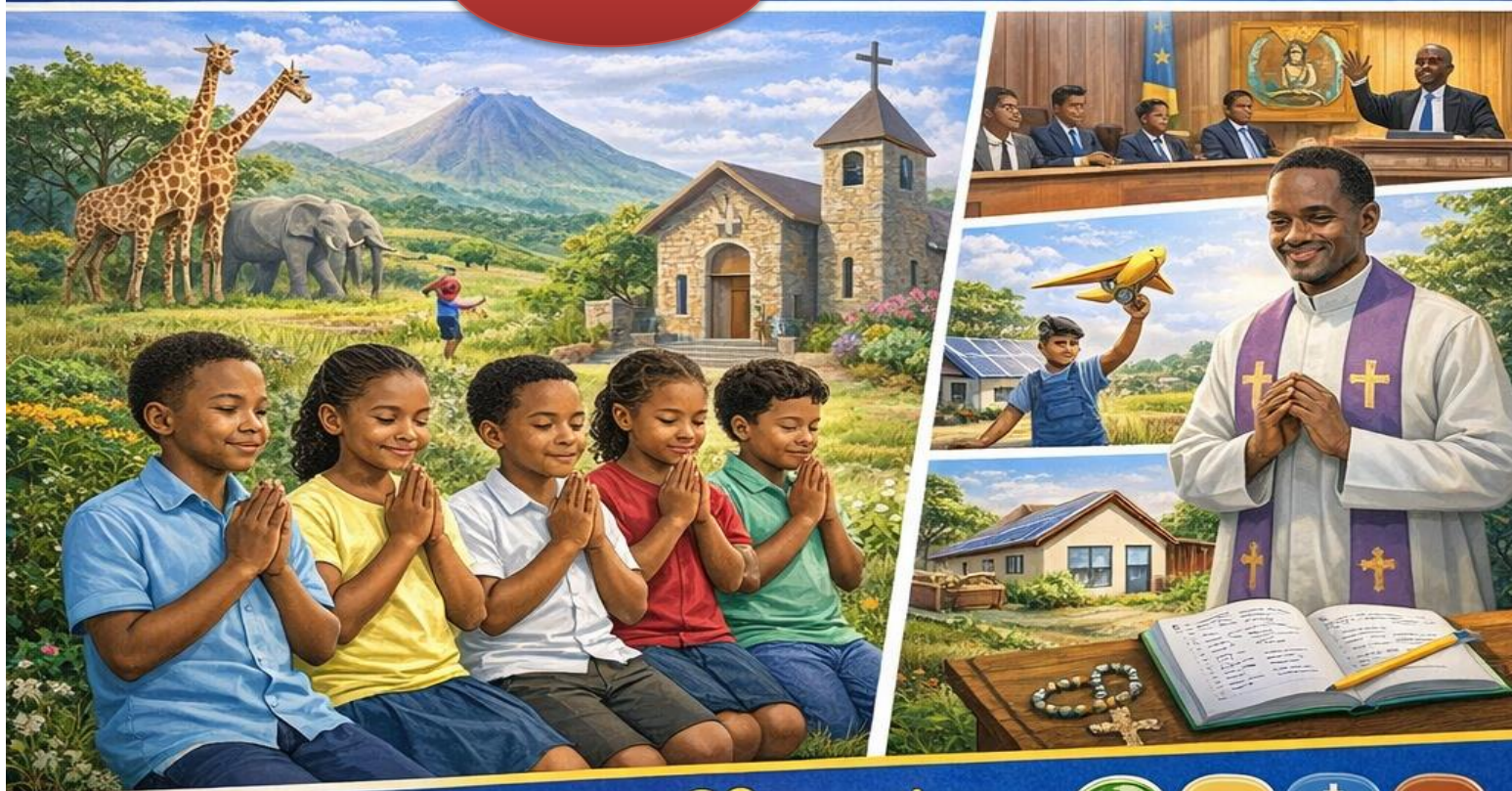
FOR PRIMARY SIX



Includes Over

100 Questions

at the End of Each Unit



Includes Over 80 Questions
at the End of Each Unit



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UNIT 1: OUR COUNTRY

In Primary Five, we learnt about our province. Our country, Rwanda, is divided into five provinces. These are:

- Kigali City
- Southern Province
- Northern Province
- Eastern Province
- Western Province

1.1. Administrative map of Rwanda

- Rwanda has five provinces.
- Each province has many districts.
- The total area of Rwanda is 26,338 km².
- According to 2012 census, the population was 10,515,973 people.

1.2. Location of Rwanda on the map of East Africa and her neighboring countries

Rwanda is found on the **western** side of East Africa. The countries of East Africa are Kenya, Uganda and Tanzania. The countries which share a border with Rwanda are:

- Burundi to the South
- Uganda to the North
- Tanzania to the East
- Democratic Republic of Congo (DRC) to the West

The largest country in East Africa is Tanzania.

1.3. Location of Rwanda on the map of Africa

- Geographically, Rwanda is located in **Eastern Central** Africa.
- It is bordered by the Democratic Republic of Congo to the West, Uganda to the North, Tanzania to the East and Burundi to the South.
- Rwanda is a landlocked country, which means that it has no direct access to the ocean or sea.

INTERNATIONAL STANDARD EVALUATION

UNIT 1: OUR COUNTRY (RWANDA)

Subject: Social Studies

Class: Primary Five

Time: 3 Hours

Total Marks: 100

SECTION A: TERMS TO DEFINE (10 marks)

(1 mark each)

1. Country

-
2. Province

 3. District

 4. Administrative map

 5. Population

 6. Census

 7. Border

 8. Landlocked country

 9. East Africa

 10. Total area

SECTION B: MULTIPLE CHOICE QUESTIONS - MCQs (15 marks)

(1 mark each - horizontal)

1. Rwanda is divided into:
A. 3 provinces B. 4 provinces C. 5 provinces D. 6 provinces
2. Kigali City is:
A. A district B. A province C. A sector D. A village
3. The total area of Rwanda is:
A. 26,338 km² B. 25,000 km² C. 30,000 km² D. 20,000 km²
4. According to the 2012 census, Rwanda's population was:
A. 8 million B. 9 million C. 10,515,973 D. 12 million
5. Rwanda is located in:
A. West Africa B. North Africa C. East Africa D. Southern Africa
6. Rwanda is found on the _____ side of East Africa.
A. Eastern B. Northern C. Western D. Southern
7. Rwanda shares a border with all EXCEPT:
A. Uganda B. Kenya C. Burundi D. Tanzania
8. The country to the west of Rwanda is:
A. Uganda B. Tanzania C. Burundi D. DRC
9. Rwanda is a landlocked country because it:
A. Has many lakes B. Has no ocean access C. Is very small D. Is mountainous
10. The largest country in East Africa is:
A. Kenya B. Uganda C. Tanzania D. Rwanda
11. Provinces are divided into:
A. Villages B. Cells C. Districts D. Sectors

12. Rwanda is geographically located in:

A. Central Africa only B. Eastern Central Africa C. Southern Africa D. Northern Africa

13. Tanzania is located to the _____ of Rwanda.

A. North B. South C. East D. West

14. Burundi borders Rwanda to the:

A. North B. South C. East D. West

15. An administrative map mainly shows:

A. Rivers B. Climate C. Political divisions D. Vegetation

SECTION C: MATCHING QUESTIONS (10 marks)

(Match A with B)

A

B

- | | |
|------------------------|--------------------------------|
| 1. Kigali City | a) Western border |
| 2. DRC | b) Capital city province |
| 3. Uganda | c) Eastern border |
| 4. Tanzania | d) Northern border |
| 5. Burundi | e) Southern border |
| 6. Province | f) Political division |
| 7. Census | g) Population counting |
| 8. Landlocked | h) No sea access |
| 9. East Africa | i) Rwanda's region |
| 10. Administrative map | j) Shows provinces & districts |

SECTION D: OPEN QUESTIONS (20 marks)

(1 mark each)

1-20. Answer briefly.

1. Name Rwanda's capital city.

2. How many provinces does Rwanda have?

3. Name two provinces of Rwanda.

4. What is a census?

5. When was the last census mentioned done?

6. Name one country bordering Rwanda.

7. Which country borders Rwanda to the west?

8. What does landlocked mean?

9. Name the largest country in East Africa.

10. What continent is Rwanda found in?

11. Name two East African countries.

12. Why is Rwanda called a landlocked country?

13. What does an administrative map show?

14. What divides a province?

15. What is Rwanda's total area?

16. Name the province where Kigali City belongs.

17. Which country borders Rwanda to the north?

18. Which country borders Rwanda to the east?

19. Which country borders Rwanda to the south?

20. Mention one importance of knowing our country.

SECTION E: WORDS TO EXPLAIN (5 marks)

(1 mark each)

1. Province : _____
2. Border: _____
3. Census: _____
4. Landlocked: _____
5. Administrative map: _____

SECTION F: PHENOMENA TO EXPLAIN (5 marks)

(1 mark each)

1. Why Rwanda has no sea access : _____
2. Why countries are divided into provinces: _____
3. Importance of borders: _____
4. Population growth: _____

5. Regional location of Rwanda: _____

SECTION G: HOW TO CARE (5 marks)

(1 mark each)

How can learners care for their country Rwanda?

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
-

SECTION H: CHOOSE FROM THE BRACKETS (10 marks)

(1 mark each)

1. Rwanda has (five / four) provinces.
 2. Kigali City is a (province / district).
 3. Rwanda is found in (East / West) Africa.
 4. Rwanda is (landlocked / coastal).
 5. Tanzania is to the (east / west) of Rwanda.
 6. DRC borders Rwanda to the (west / south).
 7. Census means (counting people / drawing maps).
 8. Administrative map shows (politics / weather).
 9. Burundi borders Rwanda to the (south / north).
 10. Rwanda's total area is measured in (km² / kg).
-

SECTION I: TRUE OR FALSE (10 marks)

(1 mark each)

1. Rwanda has six provinces.
 2. Kigali City is a province.
 3. Rwanda borders four countries.
 4. Rwanda has access to the ocean.
 5. Tanzania is the largest country in East Africa.
 6. Census is counting people.
 7. Rwanda is in Eastern Central Africa.
 8. DRC borders Rwanda to the east.
 9. Administrative maps show districts.
 10. Rwanda is in Africa.
-

SECTION J: COMPLETE THE SENTENCES (10 marks)

(1 mark each)

1. Rwanda has _____ provinces.
 2. Kigali City is the _____ of Rwanda.
 3. Rwanda is a _____ country.
 4. The largest country in East Africa is _____.
 5. Rwanda borders _____ to the west.
-

6. Rwanda's total area is _____ km².
7. A census counts the _____.
8. Rwanda is located in _____ Africa.
9. Provinces are divided into _____.
10. An administrative map shows _____.

SECTION K: MINDTEASERS / THINKING QUESTIONS (10 marks)

(1 mark each)

1-10. Think and answer.

1. Why is it important to know Rwanda's borders? _____
2. What problems can a landlocked country face? _____
3. Why is Kigali City important to Rwanda? _____
4. How does population affect development? _____
5. Why do countries carry out censuses? _____
6. How do provinces help in administration? _____
7. Why should learners respect national borders? _____
8. How does location affect trade? _____
9. Why should learners love their country? _____
10. How can maps help learners understand geography? _____

ANSWER KEY (END OF PAPER)

Section A

Accept correct definitions.

Section B

1-C, 2-B, 3-A, 4-C, 5-C, 6-C, 7-B, 8-D, 9-B, 10-C, 11-C, 12-B, 13-C, 14-B, 15-C

Section C

1-b, 2-a, 3-d, 4-c, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

Section D

Accept correct answers from content.

Section E & F

Accept clear explanations.

Section G

Examples: Keep environment clean, respect laws, protect public property, promote unity, love country.

Section H

five, province, East, landlocked, east, west, counting people, politics, south, km²

Section I

F, T, T, F, T, T, T, F, T, T

Section J

five, capital, landlocked, Tanzania, DRC, 26,338, population, East, districts, provinces/districts

Section K

Accept logical, relevant answers.

COMPETENCE-BASED ASSESSMENT (CBA) - UNIT 1

Total Marks: 40

Focus: Knowledge • Skills • Values • Application

CBA TASK 1: REAL-LIFE APPLICATION (10 marks)

A new learner joins your class and does not know Rwanda.

- Explain where Rwanda is located. _____
 - Mention two neighboring countries. _____
 - Explain why Rwanda is landlocked. _____
-

CBA TASK 2: MAP & THINKING SKILLS (10 marks)

- Identify one importance of an administrative map. _____

 - Explain why provinces are important. _____

 - State one challenge of being landlocked.
 - Suggest one solution to that challenge.
 - Explain why censuses are important.
-

CBA TASK 3: VALUES & CITIZENSHIP (10 marks)

Tick (✓) good citizenship actions:

Action	Good	Bad
Respect borders	<input type="checkbox"/>	<input type="checkbox"/>
Destroy maps	<input type="checkbox"/>	<input type="checkbox"/>
Love Rwanda	<input type="checkbox"/>	<input type="checkbox"/>
Ignore national rules	<input type="checkbox"/>	<input type="checkbox"/>
Protect environment	<input type="checkbox"/>	<input type="checkbox"/>

CBA TASK 4: CREATIVE TASK (10 marks)

- Draw or describe Rwanda on the map of East Africa.
 - Write two sentences showing love for your country.
-

CBA RUBRIC (Summary)

Level Description

- | | |
|---|-----------------------------------|
| 4 | Correct, clear, applied knowledge |
| 3 | Correct with minor errors |
| 2 | Partial understanding |
| 1 | Limited understanding |

UNIT 2: CIVICS AND GOVERNANCE

2.1. Unity and cooperation

Unity means people living together as one and having love for each other. **Cooperation** means doing things together and working together in agreement.

2.1.1. National unity “Ndi Umunyarwanda”

The history of Ndi Umunyarwanda concept

Ndi Umunyarwanda was initiated in 2013, with the ultimate goal of building a national identity and fostering a Rwandan community that is based on trust and unity. The Rwandan relationship had problems right from colonial days up to the time of Genocide against the Tutsi. In order to mend the relationship that had strained, there was a need to find common understanding of oneness of Rwandan people.

What is Ndi Umunyarwanda

Ndi Umunyarwanda means having Rwandan spirit, a strong relationship or symbiosis with Rwanda either born in Rwanda or naturalized. It means having Rwandan ideology, sharing responsibility, having one vision and equal human rights.

Goals and targets of Ndi Umunyarwanda

The goals and targets of Ndi Umunyarwanda include but are not limited to the following:

- Knowing Rwandan history
- Admitting the past however painful it is
- Returning dignity of Rwandan and the Rwandan people
- Having the courage to reconcile all sides and people

Ndi Umunyarwanda teaches about the qualities of a Rwandan. Some of the qualities of a Rwandan include:

- Trusting each other
- Truth and tolerance
- Listening
- Humility
- Self-respect
- Helping each other
- Patriotism
- Team work

Ndi Umunyarwanda also teaches Rwandans about taboos. These are vices or things we shouldn't practice or emulate. Such taboos include:

- Selfishness
- Refusing to accept committing a mistake
- Having genocide ideology, hate, and passing that on to your sibling

Objectives of Ndi Umunyarwanda

The main objectives of Ndi Umunyarwanda include the following:

- Sharing our history and our past
- Creating a platform for problem solving
- Building a bright future for our children
- Analyzing the impact of our horrific history
- Teaching people to avoid division and misunderstanding
- Rebuilding Rwandan society
- Instilling in the masses a culture of self-respect

How Ndi Umunyarwanda is practiced

Ndi Umunyarwanda is carried out through the following forums:

- Seminars and meetings
- Public gathering
- Through community works like UMUGANDA
- On harvest day (UMUGANURA)

2.1.2. Situations that depict unity and cooperation

Some situations that show unity and cooperation include:

- People coming together to build common projects.
- Participating in community work (UMUGANDA)
- People coming together to clean the environment
- Children from different homes playing together
- Helping people in need, for example by providing homes to orphans.

2.1.3. Issues that hinder unity and cooperation

Unity and cooperation are important but there are some factors that may hinder them. These are:

- Greed
- Religious differences
- Unequal sharing of resources
- Political differences
- Intolerance
- Ethnicity/tribalism
- Corruption

2.1.4. Ways of promoting unity and cooperation

- Obeying the law
- Transparency
- Respecting others
- Having a constitution in the country
- Having common education
- Using one national language
- Social and economic interactions
- Fair distribution of resources

2.1.6. The importance of national unity

National unity is important because:

- It enables a country to enjoy peace and stability.
- Peace is important because it makes people want to develop their country
- When there is peace, people work hard to create wealth for themselves and their country

2.2. Regional co-operation

- **Regional cooperation** is where countries come together with the aim of achieving common objectives as countries in a certain region.
- **Regional cooperation** means countries that neighbor each other working together with the aim of achieving common objectives.

Countries in a given region may form regional bodies or organizations.

Examples of such organizations are: **EAC, COMESA, ECCAS, AU, CEPGL, and NEPAD**

1. The East African Community (EAC)

The East African Community (EAC) was formed in 1967, with its headquarter in ARUSHA in Tanzania. The member states are **Kenya, Uganda, Rwanda, Tanzania, Burundi and South Sudan**. Rwanda joined the community in 2008.

The main objectives of EAC are to:

- Promote trade among member states.
- Provide common services such as transport, health, security and legal affairs.
- Promote science, research and technology.
- Facilitate ease of movement of goods and services within the region.

2. The Common Market for Eastern and Southern Africa

(COMESA)

The Common Market for Eastern and Southern Africa (OMESA) was formed in 1994. It has 20 member countries. Its headquarter is in Lusaka, Zambia

The objectives of COMESA

The objectives of COMESA are:

- Promote trade among member states.
- Allow free movement of people of member states.
- To reduce or remove taxes on goods produced using local materials.
- Promote cooperation among member states

Benefits of COMESA

Some of the benefits of COMESA member states include:

- Free movement of people.
- Expansion of markets
- Free flow of goods
- Promotion of human rights
- Promotion of international trade.

3. The Economic Community of Central African States (ECCAS)/ Communauté Économique des États de l'Afrique Centrale (CEEAC)

The ECCAS was formed in 1983 on 18th October. It is an economic community formed to promote regional cooperation in central Africa. It has 11 member states.

The objectives of ECCAS

The main objectives of ECCAS include:

- To establish a common market for member states
- To promote peace and security
- To maintain economic stability
- To develop physical and social integration
- To harmonize currencies within the region
- To develop a culture of human integration
- To establish an independent finance body for ECCAS

Benefits of ECCAS to the members

Some of the benefits of ECCAS include:

- ❖ Member states have a wider market for goods
- ❖ Through cooperation, member states have achieved development

4. The African Union (AU)

The UA is an organization which brings together independent African states. It used to be the Organization of African Unity (OAU) from 1963 to 2001. The AU was established on May 26, 2001 in **Addis Ababa, Ethiopia**. All African states are members of the AU but Morocco is the newest member of AU having joined in January 2017.

Objectives of the AU

Some reasons why the countries of Africa formed the AU include:

- Failure of Organization of Africa Unity (OAU) to achieve its objectives
- Encourage international cooperation
- To unite the people of Africa
- To promote democratic practices
- To promote peace, security and stability on the Africa continent.
- To coordinate the African development to the self-reliant
- to find the solutions for African problems

Benefits of the African Union

The AU has benefited the people of Africa in the following ways:

- The AU has promoted peace on the continent. This has been achieved through peacekeeping operations, for example in Somalia.
- The AU provides an international forum for Africans to discuss many issues affecting them.
- The AU discusses solutions to the world problems such as HIV and AIDS
- Through the African Development Bank, the AU promotes development activities in member states.

5. Communauté Economique des Pays des Grand Lacs (CEPGL) The Economic Community of the Great Lakes Countries

The economic Community of the Great Lakes (CEPGL) is sub-regional organization. It was formed on 20th September, 1976 through the signing of Gisenyi agreement. It has three member states namely **Burundi, Rwanda and democratic Republic of Congo (DRC)** Its headquarters are in **GISENYI, Rubavu district in Rwanda.**

The objectives of CEPGL

Its main objectives are to promote:

- Peace in the region
- Trade among member states
- Free movement of people within the region
- Development of energy, agriculture and food security in the region

Benefits of CEPGL

Through CEPGL, the member states have benefited from:

- Improved peace and security
- Improved living standards
- Improved trade

6. The New Partnership for Africa Development (NEPAD)

NEPAD is an economic development programme of the African Union (AU). It was adopted by the Assembly of Heads of States and Government in **July 2001 in Lusaka, Zambia.** Its headquarters are in **Midrand, South Africa.**

The objectives of NEPAD

The main objectives of NEPAD are to:

- Promote economic growth in the region.
- Increase employment opportunities
- Reduce poverty
- Diversify economic activities
- Increase African exports
- Promote integration of African states
- Enhance international competitiveness off all member states.

Benefits of NEPAD

Some of the benefits of NEPAD include:

- It has come up with projects to improve transport, energy, water and ICT
- It has promoted Information Technology in schools through E-School Programs.
- It has promoted research in many areas, for example science and energy.

The importance of regional cooperation

The following are some of the benefits of regional cooperation:

- They help to expand markets for buying and selling goods
- They facilitate easy and free movement of people from one country to another
- They help to promote peace and stability in the region.

- They help to improve infrastructure projects such as roads and railways.
- They help to promote basic human rights among member states.

2.3. International cooperation

Just as countries in Africa cooperate, countries across the world also have of working together. Some of the major international co operations

2.3.1. The United Nations (UN)

The UN was formed on 24th October, 1945 after the end of the Second World War. Its headquarters are in New York, USA. The UN brings together all the independent countries of the world. The UN has a membership of **193 countries**. *The Holy See (Vatican) and the State of Palestine are not members of the UN.*

The objectives of UN

Its main objectives were to:

- End the Second World War and prevent the outbreak of another war
- Rebuild the countries that had been destroyed during the war
- Offer assistance to those afflicted by the war
- Find lasting peace in the world

The organ of UN

The UN carries out its functions through six main organs:

1. The General Assembly

This is the main organ of the UN. It consists of all member states. Each has one vote

2. The Security Council

The Security Council consists of 15 members. Its work is to maintain international security and peace. The 5 permanent members of UN Security Council are **USA, UK, France, China** and **Russia**.

3. The Economic and Social Council

Coordinates the economic and social activities of the UN.

4. The Secretariat

Carries out the day to day activities of the UN. Its headquarters are in **New York, USA**. It is headed by a Secretary General who is elected by member states who are not members of the Security Council.

The current General Secretary is **Mr António Guterres** from **Portugal**; he served from 2017 to today

5. The International Court of Justice

Settles disputes among member states.

6. The Trusteeship Council

Supervises the administration of Trust Territories.

2.3.2 UN Specialized Agencies

These are special bodies of the UN which perform specific duties. They include:

a. World Health Organization (WHO)

- WHO is one of the UN agencies.
- It was formed in 1948.

- Its headquarters are in Geneva, Switzerland.
- It was formed to co-ordinate international health matters and public Health.

Functions of WHO

WHO plays the following roles:

- It assists developing countries to control the spread of diseases.
- It carries out research so as to provide a cure for epidemics.
- When there is an outbreak of a disease, it sends equipment, personnel and medicine to support affected people.

b. United Nations International Children's Education Fund (UNICEF)

- UNICEF is also an agency of the UN.
- It was formed in December 1946.
- Its headquarters are in New York, USA.
- It was formed mainly to provide emergency food and healthcare to children who were heavily affected by World War II.

Functions of UNICEF

UNICEF plays the following roles:

- Supporting children from poor families in developing countries who are affected by diseases and illiteracy.
- Providing scholarships for higher education to people from developing countries.

c. United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO is another agency of the UN.

- It was formed in November 1945.
- Its headquarters are in Paris, France.
- It was formed to promote peace through educational, scientific and Cultural reforms.

Functions of UNESCO

UNESCO performs the following roles:

- Promoting research and the exchange of ideas, information and culture in order to improve standards of living.
- Promoting quality education for all.

C) World Food Program (WFP)

- This is another agency of the UN.
- It was formed in 1961 and its headquarters are in Rome, Italy.

- It was formed to fight hunger and promote food security.

Functions of the WFP

Functions of the WFP include:

- Providing food to people in times of war, civil conflict and natural disaster.
- After emergencies, it uses food to help communities rebuild their lives.
- It helps communities and countries to meet their own food and nutritional needs.
- Helps to reduce malnutrition and hunger.

(e) The United States Agency for International Development (USAID)

- USAID stands for the United States Agency for International Development.
- The USAID is an agency of the government of the United States of America.
- It was formed in 1961 by President J. F. Kennedy.
- Its headquarters are in Washington DC, USA.
- It was mainly formed to co-ordinate the US's assistance to developing countries.

Functions of USAID

USAID performs the following functions:

- Providing technical and financial assistance to developing countries.
- Providing assistance to countries coming out of crises like war.
- Providing education in developing countries.
- Promoting health and nutrition in developing countries.
- Promoting democracy in developing countries.

2.3.3 Importance of International Co-operation

International co-operation is important in the following ways:

- Promotion of peace.
- Promotion of human rights.
- Promotion of trade.
- Promotion of humanitarian aid.
- Promotion of justice.

2.4 Government and Non-Governmental Organizations (NGOs)

- Government is a group of people who run the affairs of a country.
- Government has organizations set up to help people meet their needs. These are called Government Organizations (GOs). They are owned and run by the government.
- Non-Governmental Organizations (NGOs) on the other hand are independent organizations. They are owned and run by private people.

2.4.1. Important governmental organizations that help people to meet their needs and wants

Some of the government organizations in our country which help people meet their needs and wants are:

(a) Rwanda Education Board (REB)

This is one of the agencies of the Ministry of Education. Its mission is **"To fast-track educational development in Rwanda by enabling education sector growth"**.

Vision of REB

The vision of REB is "To improve the quality of education through curriculum development, setting quality standards, development and management of teachers, assessment, study loans and bursaries and promote the use of information and communication technology in education". Its duties include:

- To contribute to determining education policy.
- To design and distribute curricula, teaching materials and guides.
- To establish and monitor distance learning programs.
- To promote the use of Information Technology in education.
- To develop the capacity of teachers and improve their management.

(b) Rwanda Revenue Authority (RRA)

The vision of Rwanda Revenue Authority is **"To become a world class efficient and modern revenue agency, fully financing national needs"**.

Functions of RRA

The duties of RRA include:

- Collecting taxes.
- Assessing the taxes to be paid by individuals and companies.
- Accounting for tax, customs and other specified revenues.
- Advising the government on tax matters.
- Assisting tax payers in understanding and meeting their tax obligations.

(c) National Unity and Reconciliation Commission (NURC)

The NURC was created in March 1999. Its objective was to promote unity and reconciliation among Rwandans. This followed the terrible effects of the 1994 Genocide Against the Tutsi. The people of Rwanda had suffered effects of poor governance such as divisionism, discrimination, human rights abuses and violence.

Functions of NURC

- To prepare national programs aimed at promoting unity and reconciliation.
- Establish and promote mechanisms for restoring and strengthening the unity and reconciliation of Rwandans.
- To suggest things that can be done to end divisionism among Rwandans.
- To organize debates, spread ideas and publish material on promoting peace, unity and reconciliation in Rwandans.

(d) Gender Monitoring Office (GMO)

The GMO's mission is, **"To effectively monitor gender mainstreaming and the fight against gender-based violence in public, private, civil society and religious institutions to achieve gender equality in Rwanda."**

Objectives of the GMO

The objectives of the GMO are:

- To advocate for the respect of gender equality.
- Monitor gender mainstreaming.
- Monitor and fighting gender-based violence.
- Ensure respect for ratified international gender commitments.
- Maintain information on gender equality.

2.4.2 Important non-governmental organizations that help people to meet their needs and wants

Non-Governmental Organizations (NGOs) are non-profit organizations. They are usually funded by donations and largely run by volunteers. NGOs help communities to build social, economical and political structures.

Some of the NGOs which help people to meet their needs and wants in our country are:

(a) Save the Children

- This is an international NGO.
- It was established in the United Kingdom in 1919.
- It operates in over 120 countries in the world, Rwanda inclusive.

Objectives of the Save the Children

The following are the objectives of the Save the Children:

- To improve the lives of children through better education, health care and economic opportunities.
- To provide emergency aid to children in times of natural disaster, war and conflict.
- To promote policy changes in order to gain more rights for young people, especially by enforcing the UN Declaration of the Rights of the child.

In Rwanda, there is a Save the Children country office. It mainly deals with:

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- **Child protection** - This includes addressing child labor and ending corporal and humiliating punishment against children.
- **Health and nutrition** - Providing medicines and carrying out campaigns on nutrition and hygiene.
- **Education** - This is done by providing learning materials to children and training teachers in new skills.

(b) Care International

- Its full meaning is Co-operative for Assistance and Relief Everywhere.
- This is another international NGO.
- Its mission is to be a worldwide movement dedicated to saving lives and ending poverty.

Objectives of CARE international

The following are the objectives of CARE:

- To provide aid relief to people in emergencies, for example, war and earthquakes.
- To establish projects that help communities provide for themselves.
- To improve the status of women and encourage their participation in community development.
- To fight social exclusion, marginalization and discrimination.

CARE Rwanda is working in 27 out of 30 districts in all provinces.

It works in areas of:

- Development.
- Maternal health care.
- Forestry, water and sanitation.
- Health education.
- HIV and AIDS prevention.
- Early childhood education.

(c) World Vision

- World Vision was founded in 1950 in the USA.
- Its mission is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

Objectives of World Vision

- To promote child rights and equity.
- To improve disaster management.
- To promote education and life skills.

The main areas in which World Vision works include:

- Provision of emergency relief services.
- Promotion of education for people in need.
- Provision of health care services.

- Promotion of justice systems.

2.4.3. Importance of government and non-governmental organizations in the development of the country

Both Governmental and Non-Governmental Organizations help the country in the following ways:

- They are a source of employment for people. This helps to improve standards of living.
- They help in providing education to people. This helps the country to develop.
- They help to alleviate suffering of people in times of disasters such as earthquakes, floods, drought and wars.
- They help to promote health care. Healthy people contribute more to their country's development.
- Some help people to start income-generating activities.

2.5 Heroism

This is a great act of bravery, courage, boldness and patriotism.

2.5.1 Hero

A hero is any person who is admired for courage, outstanding achievement and great qualities. A female hero is called a heroine. Heroes and heroines have high integrity, sacrifice and noble courage in their actions. They avoid cowardice in their actions in very trying situations.

2.5.2 Characteristics of heroes

To be classified as a National Hero in Rwanda, a person must have the following characteristics:

Patriotism

Patriotism is the strong love for one's country. For one to be referred to as a hero, a person must show a strong love for their country.

Bravery

A brave person is one who does not fear danger or difficulties. Heroes must display acts of bravery and extreme courage. They can do something that others see as impossible. The soldiers who fought in the Liberation War showed extreme acts of bravery.

Sound mind

This is the ability to be visionary. A hero must be able to think rationally and be of high thinking capacity. They should be able to reason and understand issues.

Royalty

This means being successful, famous and highly regarded. Heroes must show status of royalty.

Trustworthiness

This is a sense of truthfulness. A hero is one who can be relied upon to do or provide what is needed and right.

Honesty

This means uprightness in terms of character. A hero should never lie, steal or cheat in any way.

Role model

A role model is one who serves as an example to others. A hero must show outstanding achievement which serves as a good example to others.

Being Intore

This means a person of integrity, rising to challenges and performing acts of bravery. Traditionally, Rwandans would become Intore through learning from Itorero. This was a cultural school where Rwandans would learn language, patriotism, social relations, sports, dancing, songs and defence.

Magnanimity

Magnanimity refers to demonstrating good manners in one's behaviour, relations and interactions. A hero should be magnanimous.

Humanity

Humanity is the action of showing love for others instead of being materialistic.

2.5.3 Categories of heroes

In Rwanda, we celebrate Heroes Day on 1st of February every year. On this day, all Rwandans remember past heroes and heroines. There are three categories of heroes in Rwanda. These are:

(a) Imanzi

This is a supreme hero who has demonstrated outstanding achievement. Characteristics of Imanzi include:

- Supreme sacrifice.
- Outstanding importance.
- Showing a good example.

Imanzi are mainly soldiers who died while fighting for our country. Examples are **Major General Fred Gisa Rwigema** and the **Unknown Soldier** who represents all the soldiers who died in the liberation struggle.

(b) Imena

Imena is the second category of heroes after Imanzi. Their characteristics include:

- Supreme sacrifice.
- High importance.
- Showing a good example.

This group consists of other Rwandans who did great things for the country. They are remembered and respected for their extraordinary acts. Examples of Imena are:

- 1) **King Mutara III Rudahigwa**: he strongly supported the well being of all Rwandans and the independence.
- 2) **Michael Rwagasore**: he refused to support divisionism.
- 3) **Agatha Uwiringiyimana**: she fought against tribal divisions and advocated for the rights of women
- 4) **Sister Felicite Niyitegeka**: she refused to separate herself from the Tutsi families at Centre Saint Pierre in Gisenyi (currently Rubavu district).

Imena also include the students of **Nyange Secondary School in Ngororero District**. The students were attacked in 1997 in their school by *genocidaires* coming from the Democratic Republic of Congo (then Zaire). The *genocidaires* forced the students to divide into ethnic groups. The students refused, saying they were all Rwandans and did not have ethnic groups. The militia killed six of them.

(c) Ingenzi

Ingenzi is the third category of heroes after Imena. They are famous for good ideas and outstanding achievements. Characteristics of Ingenzi include:

- Supreme sacrifice • Great importance • Excellent example to others

2.5.4 Contribution of Rwandan heroes

Some of the contributions of Rwanda's heroes to our country are:

- The heroes helped to bring to an end to the Genocide Against the Tutsi.
- The heroes helped to free our country from bad rule.
- The heroes helped to promote national unity.
- When we remember our national heroes, we are reminded of the good values they championed.

2.6 Risky behavior

Risky behaviours are things we do which can harm our health. They may also get us into problems with teachers, parents and the law.

Some of the risky behaviours are:

- Drug abuse • Criminal activities • Unprotected sex

2.6.1 Drug abuse

- Drug abuse is the continued use of drugs in ways or amounts that are harmful to us or to others.

Some of the drugs that are commonly abused include:

- Heroin • Marijuana • Mayirungi
- Tobacco • Cocaine
- Ubugoro • Opium

2.6.2 Causes of drug abuse

Some of the causes of drug abuse include:

- Peer pressure or influence from friends.
- The influence of Mass Media especially television and the internet.
- Unstable home environment where parents abuse drugs.
- Boredom and idleness, making one to abuse drugs to pass time.

2.6.3 Effects of drug abuse

Drug abuse has many effects. Some of these are:

- It leads to mental health problems.
- It causes diseases like lung cancer.
- It can cause people to drop out of school.
- It makes people become violent and quarrelsome.
- Leads to increase in the crime rate.
- It can lead to unprotected sex putting people at risk of sexually-transmitted infections such as HIV and AIDS.

2.6.4 Unprotected sex

- Unprotected sex means having sex without using a condom. Condoms help to protect one from unwanted pregnancy, sexually transmitted diseases, HIV and AIDS.
- People are always advised to practise the A, B, C's of safe sex. This means:
 - A - Abstain.
 - B - Be faithful to one partner.
 - C - Use a condom.

Some of the causes of unprotected sex include:

- Alcohol causes people to lose their inhibitions.
- Lack of proper information on protection.
- Misinformation on the dangers of unprotected sex.

Some of the effects of unprotected sex include:

- The spread of sexually transmitted diseases.

- Teenage pregnancies.
- The spread of HIV and AIDS.
- High population growth.

2.6.5 Criminal behavior

Criminal behaviour refers to things we do that the law does not allow. People who break the law are arrested, taken to court and jailed. Examples of criminal behavior are:

- Fighting • Abusing people • Stealing • Fraud
- Corruption • Taking drugs • Bullying • Rape
- Sexual abuse

2.6.6 Causes of criminal behavior

People may take part in criminal behavior because of the following reasons:

- Use of drugs, which stop people from thinking clearly.
- Dropping out of school, which makes youth idle and undisciplined?
- Peer pressure and bad company.
- Financial difficulties, where people fail to meet their needs.

It is important for learners to uphold peace and the educational values of our nation. It is important to work hard in school so that you can find employment in the future. This helps to avoid engaging in criminal activity

The following are some of the effects of criminal behaviour:

- It may cause one to be arrested and jailed in prison.
- It may cause one lose life when caught.
- It causes one to lose friends.
- It causes people to live in fear.
- It causes young people to drop out of school.

2.6.7 Sexual debut

Early sexual debut is sex among young people before marriage. It is advisable to have sex only when you are married. Virginity is valued before marriage. Therefore, both girls and boys are encouraged to keep themselves safe from sexual activity. Rwandan culture bans any sexual engagement before marriage. The following are the causes of early sexual debut:

- Peer pressure • Drug abuse • Mass media

2.6.8 Effects of early sexual debut

The following are some of the effects of early sexual debut:

- May lead to diseases such as HIV and AIDS.
- May lead to death of the unborn child and the mother if an abortion is procured.
- May lead to infertility if an abortion goes wrong.
- May cause unwanted pregnancy.

2.6.9 Different ways of delaying sexual debut

Young people can delay sexual debut by involving themselves in the following activities:

- Participating in games to keep them busy.
- Doing community work in school.
- Participating in awareness.
- HIV and AIDS campaign.

It is good for young people to delay sexual debut. They should be educated about the dangers associated with it.

2.7 Rwanda citizenship

- **Citizenship** is the act of belonging to a country.
- A **citizen** is a person who belongs to a country.

2.7.1 Rwandan values

Some of the Rwandan values are:

(a) Ubunyarwanda

This means love for and valueing your citizenship. Rwandans must value their citizenship.

(b) Gukunda Igihugu - patriotism

This means patriotism, which is love for one's country. Rwandan citizens must show love for their country. We can show love for our country by helping others.

(c) Kwihesha agaciro

Kwihesha agaciro means developing yourself and valueing your own worth. Kwihesha agaciro can be achieved through working hard to earn a living and not depending on others. Citizens of Rwanda are encouraged to be self-reliant.

(d) Kwigira - self-reliance

This means being hardworking. Rwandans respect love for work. Citizens of Rwanda are encouraged to work hard to develop the country.

(e) Ubupfura - integrity

This means integrity. The people of Rwanda are called upon to be honest and respect one another. Citizens of Rwanda are encouraged to carry themselves with honour, respect and dignity.

(f) Ubutwari - heroism

This is bravery or heroism. It means willingness to sacrifice your life for the sake of your country.

(g) Ubwitange - sacrifice

This means selflessness. Rwandans respect people who are not selfish.

(h) Ubumwe - unity

The citizens of Rwanda are encouraged to live in unity. They identify themselves as one people. They are encouraged to recognize and be proud of their identity "Ndi Umunyarwanda". Rwandans must value their country's interests first, before personal interests.

2.7.2 Qualities of a good citizen

A good citizen should have the following qualities:

- Obey the law.
- Pay taxes.
- Participate in the development activities.
- Take part in the democratic process.
- Show respect for the country's symbols.
- Respect others and their property.
- Respect the environment.
- Report bad people to the relevant authorities.

2.7.3 Itorero ry' Igihugu

Itorero ry'Igihugu is a civic education program. It is one of the home grown solutions introduced by the government to rebuild the nation. It is organized by the **National Itorero Commission**.

Different groups are taught at different times. These groups include the youth, women, teachers, doctors and many others.

Through this program, Rwandans from different sectors are taught:

- How to work together • the history of Rwanda
- Cultural values of Rwandan people • Skills relevant to their professions

Importance of Itorero ry'Igihugu

Itorero ry'Igihugu is important in the following ways:

- Itorero ry'Igihugu helps to train Rwandans on how to look at their problems and find fair solutions.
- It helps to bring Rwandans together. This promotes unity and reconciliation.
- It helps to promote the Kinyarwanda language, Rwandan spirit and Rwandan cultural values.
- It educates Rwandans on good practice and collaboration.
- It teaches Rwandans to be physically fit and hygienic in their homes.
- It educates the Rwandans to protect the environment.
- It helps Rwandans to strengthen democracy and good leadership.
- It promotes law and order and the fight against corruption and violence.
- It helps Rwandans to build and promote a culture of peace based on a respect for human rights and protection against discrimination.
- It helps the Rwandans to fight genocide ideology.

2.8 Leadership

- **Leadership** is the state of being in charge of others.
- It means leading others.
- In a society, there are different types of leaders. These include religious leaders, cultural leaders and civic leaders.
- Civic leaders form part of the government.

2.8.1 Main organs of government

The government has three organs which follow:

Executive

This arm consists of the President, Prime Minister and Ministers.

Legislative

This is made up of the Senate which has 26 members and the Chamber of Deputies, which has 80 members.

Judiciary

This is composed of the court system. In Rwanda, the types of courts are:

- Supreme Court
- Court of Appeal
- High Court
- Magistrates Court
- Military Courts

2.8.2 Functions of the organs of government

The following are the functions of the organs of government:

(a) The executive

This is the organ of the government headed by the President and Ministers.

The following are the functions of the executive:

- Implementing laws.
- Maintaining law and order.
- Making government policies.
- Implementing government policies.
- Representing the country in international forums.
- Defending the country from outside attack.

(b) The legislature

This is also called the parliament. Rwanda's parliament is made up of two organs: the Senate and Chamber of Deputies.

The following are the functions of parliament:

- Making and amending laws.
- Representing the people.
- Approving the national budget.
- Checking the actions of the executive.

(c) The judiciary

This is made up of the courts and the court systems.

The following are the functions of the Judiciary:

- Administering justice. • Punishing offenders.
- Resolving conflicts. • Interpreting the law.
- Collecting fines.

2.8.3 Duties of the government

The government of Rwanda is in place to serve the people. Its main duties are carried out through different ministries, agencies and departments.

The following are the main duties of the government:

- Promote development throughout the country
- Provide security to the people and their properties
- Maintain law and order within the country
- Provide social services to the people such as schools, water, roads, hospitals and electricity.
- Promote cooperation with other countries

2.8.4 Duties of citizens

Some of the duties of citizens include:

- Taking part in development projects.
- Obeying the country's laws.
- Assisting the government in environmental protection.
- Initiating good laws for the country through parliament.
- Promoting good behavior.

2.8.5 Elections and democracy in Rwanda

- An election is the process of choosing someone for a public office by voting.
- Democracy is a system of government in which power is in the hands of the people.
- In a democracy, people rule through elected representatives who are chosen freely.
- We hold regular elections to elect our leaders in Rwanda.
- According to Rwanda's constitution, elections should be held after every five years.
- When elections are held regularly and peacefully without disruption, it is a sign of democracy.

Importance of elections and democracy in Rwanda

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Elections and democracy are important because:

- They help people to elect leaders of their choice.
- Leaders have to respect the people they represent.
- They make people to take part in governance.
- They enable people to remove bad leaders from office.
- They help to promote human rights.

PRIMARY SOCIAL STUDIES - END OF UNIT EVALUATION

UNIT 2: CIVICS AND GOVERNANCE

Time: 2½ Hours

Total Marks: 100

SECTION A: TERMS TO DEFINE (10 × 2 = 20 marks)

Define the following terms:

1. Unity

2. Cooperation

3. Ndi Umunyarwanda

4. Regional cooperation

5. International cooperation

6. Heroism

7. Drug abuse

8. Citizenship

9. Leadership

10. Democracy

SECTION B: MULTIPLE CHOICE QUESTIONS (15 × 1 = 15 marks)

Choose the correct answer.

1. Unity means people living:
A. Separately B. As enemies C. Together as one D. In fear
 2. Ndi Umunyarwanda was initiated in:
A. 1994 B. 2001 C. 2013 D. 2017
 3. Which one is NOT a quality of Ndi Umunyarwanda?
A. Patriotism B. Humility C. Selfishness D. Teamwork
 4. UMUGANDA mainly promotes:
A. Fighting B. Cooperation C. Division D. Laziness
 5. The headquarters of EAC are in:
A. Nairobi B. Kigali C. Arusha D. Kampala
 6. Rwanda joined EAC in:
A. 1967 B. 1994 C. 2001 D. 2008
 7. COMESA headquarters are found in:
A. Zambia B. Kenya C. Rwanda D. Uganda
 8. The AU replaced OAU in:
A. 1963 B. 1994 C. 2001 D. 2017
 9. The UN Security Council has:
A. 5 members B. 10 members C. 15 members D. 193 members
 10. WHO deals mainly with:
A. Education B. Health C. Food D. Children
 11. A female hero is called a:
A. Hero B. Queen C. Heroine D. Leader
 12. Using drugs in harmful ways is called:
A. Recreation B. Medicine C. Drug abuse D. Treatment
 13. A citizen must first obey:
A. Friends B. Teachers C. The law D. Elders
 14. The organ that makes laws is the:
A. Judiciary B. Executive C. Legislature D. Police
 15. Elections in Rwanda are held after every:
A. 3 years B. 4 years C. 5 years D. 10 years
-

SECTION C: MATCHING QUESTIONS (10 × 1 = 10 marks)

Match A with B

A

1. WHO
2. UNICEF
3. AU
4. EAC
5. WFP
6. REB
7. RRA
8. NURC
9. GMO
10. USAID

B

- a. Children welfare
- b. Peacekeeping
- c. Health
- d. Regional trade
- e. Food aid
- f. Education
- g. Tax collection
- h. Unity
- i. Gender equality
- j. Development aid

SECTION D: OPEN QUESTIONS (20 × 2 = 40 marks)

Answer the following questions:

1. Explain unity.
2. State two goals of Ndi Umunyarwanda.
3. Mention two situations that show cooperation.
4. Give two factors that hinder unity.
5. State two ways of promoting unity.
6. What is regional cooperation?
7. Mention two objectives of EAC.
8. State two benefits of COMESA.
9. What is international cooperation?

10. Give two objectives of the United Nations.

11. Who is a hero?

12. Mention two characteristics of heroes.

13. State two effects of drug abuse.

14. What is risky behaviour?

15. Mention two Rwandan values.

16. Who is a good citizen?

17. Name two organs of government.

18. State one function of the executive.

19. What is democracy?

20. State one importance of elections.

SECTION E: WORDS TO EXPLAIN (5 × 2 = 10 marks)

Explain the meaning of:

1. Patriotism

2. Integrity

3. Peer pressure

4. Self-reliance

5. Amnesty

SECTION F: PHENOMENA TO EXPLAIN (5 × 2 = 10 marks)

Explain the following:

1. National unity

2. Regional bodies

3. Risky behaviour among youth

4. Early sexual debut

5. Leadership in society

SECTION G: HOW TO CARE QUESTIONS (5 × 2 = 10 marks)

Explain how learners can:

1. Care for national unity

2. Avoid drug abuse

3. Promote peace at school

4. Protect their citizenship values

5. Support democracy

SECTION H: CHOOSE FROM THE BRACKETS (10 × 1 = 10 marks)

(Executive, Legislature, Judiciary, AU, EAC)

1. The organ that makes laws is _____
 2. The organ that implements laws is _____
 3. The organ that interprets laws is _____
 4. The African continental body is _____
 5. East African regional body is _____
 6. Courts belong to the _____
 7. Ministers belong to the _____
 8. Parliament belongs to the _____
 9. Peacekeeping in Africa is done by _____
 10. Rwanda joined _____ in 2008
-

SECTION I: TRUE OR FALSE (10 × 1 = 10 marks)

Write **True** or **False**

1. Unity promotes peace. _____
 2. Selfishness promotes cooperation. _____
 3. EAC promotes regional trade. _____
 4. WHO deals with food distribution. _____
 5. Heroes fear danger. _____
 6. Drug abuse is harmless. _____
 7. Citizenship means belonging to a country. _____
 8. Judiciary makes laws. _____
 9. Elections show democracy. _____
 10. NGOs are owned by government. _____
-

SECTION J: COMPLETE THE SENTENCES (10 × 1 = 10 marks)

1. Ndi Umunyarwanda promotes _____
 2. UMUGANDA encourages _____
 3. Drug abuse affects _____ health
 4. A female hero is a _____
 5. UN headquarters are in _____
 6. RRA collects _____
 7. Democracy gives power to the _____
 8. A citizen must obey the _____
 9. COMESA promotes _____
 10. Elections are held every _____ years
-

SECTION K: MIND TEASERS (10 × 1 = 10 marks)

1. What value makes people work together?
 2. Which behavior destroys unity most?
 3. Why should youth avoid drugs?
 4. Which organ protects justice?
 5. Why are heroes remembered?
 6. What happens when laws are broken?
 7. Why is peace important for development?
 8. Which value stops corruption?
 9. Why is voting important?
 10. What happens without cooperation?
-

COMPETENCE-BASED ASSESSMENT (CBA) - 20 MARKS

Situation:

Your school community is facing conflicts, drug abuse among learners, and lack of cooperation during UMUGANDA.

Tasks:

1. Identify **two problems** in the situation. (4 marks)
 2. Explain **two causes** of these problems. (4 marks)
 3. Suggest **three solutions** based on Ndi Umunyarwanda values. (6 marks)
 4. State **two benefits** of solving these problems. (6 marks)
-

ANSWERS (ALL SECTIONS)

Section A (Sample)

1. Unity - living together peacefully as one people
2. Cooperation - working together for common goals
3. Ndi Umunyarwanda - Rwandan identity and oneness
4. Regional cooperation - countries working together
5. International cooperation - global partnership
6. Heroism - bravery and sacrifice
7. Drug abuse - harmful use of drugs
8. Citizenship - belonging to a country

9. Leadership - guiding others

10. Democracy - people's power

Section B

1.C 2.C 3.C 4.B 5.C 6.D 7.A 8.C 9.C 10.B
11.C 12.C 13.C 14.C 15.C

Section C

1-c, 2-a, 3-b, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

Sections D-K

✓ Mark according to correct explanations from content

MARKING GUIDE SUMMARY

- Knowledge: 40%
- Skills & understanding: 40%
- Values & attitudes (CBA): 20%

UNIT 3: HYGIENE

3.1 Hygiene during puberty

When boys and girls are about eleven years old, their bodies start to change. This stage is called **puberty**.

Some of the characteristics and body changes at puberty include:

- Growth of pubic hair under the armpits and around their genitals.
- Greasy hair and the skin due to increased sweat.
- Pimples may develop on the face.
- Girls develop breasts, their hips broaden and they start menstruating.

3.1.1 Hygienic practices during puberty

When our bodies start to change at puberty, we should be happy. This is because we are growing up. We should take care of our bodies by carrying out important hygienic practices.

Some of the personal hygienic practices at puberty include:

- Bathing every day.
- Wearing clean clothes every day.
- Changing your beddings weekly.
- Avoid sharing clothes, towels and bedding.
- Washing your face regularly.

3.1.2 Menstrual hygiene

When girls reach puberty, they undergo menstruation. **Menstruation** is the discharge of blood and tissues from the uterus through the vagina once every month. Hygienic practices during menstruation include:

- Using sanitary towels, cotton wool or tampons.
- Washing the vaginal area well, when changing the sanitary pads.
- Changing sanitary pads regularly.

It is normal for girls to menstruate. During menstruation, they can still learn, play and do all other activities.

3.1.3 Girls' needs during menstruation

Some girls' needs during menstruation include:

- Sanitary towels • Access to toilets or latrines
- Tampons • enough water for cleaning
- Food rich in iron • enough under wears

Girls should be provided with all necessary needs during menstruation. Menstruation is a normal process that should not be feared.

3.1.4 Effects of poor hygiene during puberty

Some of the effects of poor hygiene during puberty include:

- **Skin diseases:** These include acne, boils and scabies. Find out more about these diseases.
- **Bad smell:** Bad body odor is unpleasant and may cause people to avoid you. Have you ever sat near a person with body odor? How can you help him or her?
- **Pubic lice:** Pubic lice are small blood sucking insects that hide in pubic hair. They cause itching and red spots.
- **Infections:** This is where germs attack our bodies causing disease.

3.2 Chronic diseases

Some illnesses do not heal or go away even after we take medicine.

A chronic disease is one which takes a long time to heal. Some of them don't have vaccines and may not be cured by medicine. They don't just disappear. Name some of the chronic diseases that you know.

Some of the chronic diseases that attack people are:

3.2.1 Diabetes

Diabetes is a condition that makes a person's blood sugar level too high. The disease can affect people of all ages. The signs and symptoms of diabetes include:

- Urinating more frequently. • Feeling very thirsty.
- Weight loss. • Feeling tired most of the time.
- Impaired vision. • Slow healing wounds.

Causes of diabetes

There are a number of causes of diabetes. Some of these are:

- Diabetes may be passed on from a parent to a child.
- Lack of exercise.
- Eating food with a lot of fat.
- Being overweight or obesity.

Effects of diabetes

The following are some of the effects of diabetes:

- It leads to excessive loss of weight.
- It leads to kidney disease.
- It lowers immunity.
- It may cause blindness.

Ways of preventing diabetes

What measures can we use to prevent diabetes?

- Doing regular exercises.
- Eating healthy foods that have less fat and are rich in fibre.
- Avoiding alcohol and smoking.
- Controlling your weight.
- Having enough rest and sleep.

3.2.2 Cancer

Cancer is the abnormal growth of cells in the body. Have you ever encountered someone affected by cancer? How do they appear? Some of the common types of cancer include:

- Breast cancer • Cervical cancer
- Prostate cancer • Lung cancer

Signs and symptoms of cancer

What are the signs and symptoms of cancer? The following are some of the common signs and symptoms of cancer:

- Loss of hair. • Loss of weight.
- Feeling tired and weak. • Frequent diarrhea.

Causes of cancer

What are the causes of cancer? Let us find out together. Some of the causes of cancer include:

- Being overweight.
- Lack of physical activity.
- Poor diet.
- Use of tobacco and alcohol.
- Exposure to harmful rays from the sun.
- Dangerous chemicals.

Effects of cancer

The following are some of the effects of cancer:

- Cancer causes much pain and suffering to patients.
- When not detected early, it can be fatal.
- It takes a lot of money to treat and manage.
- It weakens people, making them unproductive.
- The government spends a lot of money on treatment.

Ways of preventing cancer

How can we prevent cancer? We can prevent cancer by:

- Eating a balanced diet.
- Avoiding alcohol and tobacco.
- Avoiding too much exposure to the sun's rays.
- Exercising regularly.

**FULL, COMPLETE, INTERNATIONAL-STANDARD EVALUATION based STRICTLY on
UNIT 3: HYGIENE.**

PRIMARY SOCIAL STUDIES - END OF UNIT EVALUATION

UNIT 3: HYGIENE

Time: 2½ Hours

Total Marks: 100

SECTION A: TERMS TO DEFINE

(10 × 2 = 20 marks)

Define the following terms:

1. Hygiene

2. Puberty

3. Menstruation

4. Menstrual hygiene

5. Chronic disease

6. Diabetes

7. Cancer

8. Sanitary towel

9. Infection

10. Pubic lice

SECTION B: MULTIPLE CHOICE QUESTIONS (MCQs)

(15 × 1 = 15 marks)

Choose the correct answer.

1. Puberty usually starts when children are about:
A. 5 years B. 8 years C. 11 years D. 18 years
2. Growth of breasts happens to:
A. Boys B. Girls C. All adults D. Babies
3. Pimples develop due to:
A. Cold weather B. Poor sleep C. Increased sweat D. Hunger
4. Bathing every day is an example of:
A. Bad habit B. Disease C. Personal hygiene D. Punishment
5. Menstruation happens:
A. Every day B. Once a month C. Once a year D. Once in life
6. During menstruation, girls should:
A. Stay at home always
B. Stop learning
C. Avoid bathing
D. Continue normal activities
7. Which one is NOT a need during menstruation?
A. Sanitary towels B. Clean water C. Toilets D. Alcohol

8. Bad body smell is caused by:
A. Clean clothes B. Poor hygiene C. Exercise D. Water
9. Pubic lice mainly cause:
A. Fever B. Blindness C. Itching D. Diarrhea
10. A disease that takes long to heal is called:
A. Acute B. Chronic C. Infectious D. Minor
11. High blood sugar is a sign of:
A. Cancer B. Diabetes C. Malaria D. Cholera
12. One cause of diabetes is:
A. Exercise B. Balanced diet C. Obesity D. Sleep
13. Cancer is caused by:
A. Clean air B. Healthy food
C. Harmful chemicals D. Exercise
14. Tobacco increases the risk of:
A. Healing B. Growth C. Cancer D. Strength
15. One way of preventing cancer is:
A. Smoking B. Balanced diet C. Alcohol use D. Laziness

SECTION C: MATCHING QUESTIONS

(10 × 1 = 10 marks)

Match **A** with **B**

A

1. Puberty
2. Menstruation
3. Diabetes
4. Cancer
5. Sanitary towel
6. Bathing
7. Pubic lice
8. Chronic disease
9. Exercise
10. Balanced diet

B

- a. Monthly bleeding
 - b. Body changes
 - c. High blood sugar
 - d. Abnormal cell growth
 - e. Menstrual hygiene
 - f. Cleanliness
 - g. Itching
 - h. Long-term illness
 - i. Disease prevention
 - j. Good health
-

SECTION D: OPEN QUESTIONS

(20 × 2 = 40 marks)

Answer the following questions:

1. What is puberty?

2. Mention two body changes during puberty.

3. State two hygienic practices during puberty.

4. What is menstruation?

5. Mention two hygienic practices during menstruation.

6. State two needs of girls during menstruation.

7. Give two effects of poor hygiene during puberty.

8. What is a chronic disease?

9. Name two chronic diseases.

10. Mention two signs of diabetes.

11. State two causes of diabetes.

12. Give two effects of diabetes.

13. Mention two ways of preventing diabetes.

14. What is cancer?

15. Name two types of cancer.

16. Mention two signs of cancer.

17. State two causes of cancer.

18. Give two effects of cancer.

19. Mention two ways of preventing cancer.

20. Why is hygiene important during puberty?

SECTION E: WORDS TO EXPLAIN

(5 × 2 = 10 marks)

Explain the meaning of:

1. Personal hygiene

2. Menstrual hygiene

3. Chronic disease

4. Obesity

5. Infection

SECTION F: PHENOMENA TO EXPLAIN

(5 × 2 = 10 marks)

Explain the following:

1. Body changes during puberty

2. Menstrual process

3. Poor hygiene effects

4. Diabetes in young people

5. Cancer development

SECTION G: HOW TO CARE QUESTIONS

(5 × 2 = 10 marks)

Explain how learners can:

1. Maintain good hygiene during puberty

2. Support girls during menstruation

3. Prevent diabetes

4. Prevent cancer

5. Keep their bodies healthy

SECTION H: CHOOSE FROM THE BRACKETS

(10 × 1 = 10 marks)

(Diabetes, Cancer, Puberty, Hygiene, Menstruation)

1. Body changes happen during _____
 2. Monthly bleeding is called _____
 3. Cleanliness is known as _____
 4. High blood sugar is _____
 5. Abnormal cell growth is _____
 6. Girls start menstruation during _____
 7. Bathing daily improves _____
 8. Obesity can cause _____
 9. Sanitary towels help in _____
 10. Exercise helps prevent _____
-

SECTION I: TRUE OR FALSE

(10 × 1 = 10 marks)

Write **True** or **False**

1. Puberty is a disease. _____
 2. Girls should stop school during menstruation. _____
 3. Poor hygiene causes infections. _____
 4. Diabetes affects only old people. _____
 5. Cancer cells grow abnormally. _____
 6. Exercise helps prevent diabetes. _____
 7. Pubic lice cause itching. _____
 8. Alcohol prevents cancer. _____
 9. Menstruation is normal. _____
 10. Balanced diet promotes health. _____
-

SECTION J: COMPLETE THE SENTENCES

(10 × 1 = 10 marks)

1. Puberty begins at around _____ years
2. Girls develop _____ during puberty
3. Menstruation happens _____ a month
4. Sanitary towels help keep _____
5. Poor hygiene causes _____
6. Diabetes affects _____ sugar
7. Cancer can be _____ if untreated
8. Exercise keeps the body _____
9. Balanced diet contains _____ nutrients
10. Hygiene prevents _____

SECTION K: MIND TEASERS

(10 × 1 = 10 marks)

1. Why should learners bathe daily? _____
 2. What happens if sanitary pads are not changed? _____
 3. Why is puberty important? _____
 4. Why should sugar intake be controlled? _____
 5. How does exercise protect the body? _____
 6. Why is cancer dangerous? _____
 7. Why should tobacco be avoided? _____
 8. How does hygiene improve confidence? _____
 9. Why is menstruation normal? _____
 10. What happens without hygiene? _____
-

COMPETENCE-BASED ASSESSMENT (CBA) - 20 MARKS

Situation:

Some learners in your school do not bathe regularly, laugh at girls during menstruation, eat unhealthy foods, and avoid exercise.

Tasks:

1. Identify **two hygiene problems** shown. (4 marks)
 2. Explain **two causes** of these problems. (4 marks)
 3. Propose **three solutions** to promote hygiene and health. (6 marks)
 4. State **two benefits** of good hygiene and healthy living. (6 marks)
-

ANSWERS (ALL SECTIONS)

Section A (Sample Answers)

1. Hygiene - keeping the body clean
2. Puberty - stage of body changes
3. Menstruation - monthly discharge of blood
4. Menstrual hygiene - cleanliness during menstruation
5. Chronic disease - long-term illness
6. Diabetes - high blood sugar condition
7. Cancer - abnormal cell growth
8. Sanitary towel - absorbent pad
9. Infection - attack by germs
10. Pubic lice - insects in pubic hair

Section B

1.C	2.B	3.C	4.C	5.B
6.D	7.D	8.B	9.C	10.B
11.B 12.C 13.C 14.C 15.B				

Section C

1-b, 2-a, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

Sections D-K

✓ Mark using correct points from content

MARKING GUIDE SUMMARY

- Knowledge: 40%
- Skills & understanding: 40%
- Values & attitudes (CBA): 20%

UNIT 4: PUBLIC PLACES AND ASSETS IN OUR COUNTRY

4.1 Public places and assets in our country

4.1.1 Public places

There are public places in Rwanda. They include:

- Museums • Public gardens
- Genocide memorial sites • Game parks

4.1.2 Public assets

Examples of public assets in Rwanda are:

- Hospitals • Schools • Police stations
- Markets • Public offices • ICT centres

4.1.3 Importance of public places and assets

We should appreciate and take care of our public places and assets. They are important in promoting our culture and heritage. They also promote unity and co-operation among our people.

4.2 Problems faced by public places and assets

Some of the problems faced by public places and assets include:

- They are not cleaned and repaired when needed.
- They are polluted when people throw things away carelessly.
- Game parks are affected by poaching. This is the illegal killing of wild animals.
- People grab land to build homes or grow crops.
- Some public places and assets are destroyed by fire.

4.3 Preserving public places and assets

The following are some ways of preserving public places and assets:

- Cleaning.
- Public campaigns to safeguard public assets and places.
- Employing guards and game rangers.
- Fencing.
- Planting trees and flowers.

- Carrying out repairs and painting.
- Passing laws against misuse.
- Reporting those who destroy public places and assets.

UNIT 5: BUDGET

5.1 Family budget

When we plan how to use the money we get, it is called a **budget**. Tell your friend how you use the money you get. There are two parts that make up a budget: **income** and **expenditure**.

Income is the money which an individual gets from different activities. Expenditure is what we spend our money on. The money earned by the government from different sources is called **revenue**.

A **family budget** is a plan showing family income, expenditure and savings.

The table below shows a family budget for Uwimbabazi's family:

Source of Income	Amount in (Rwf)	Expenditure	Amount in (Rwf)	Savings (Rwf)
Salary	80,000	Food	40,000	
Shop sales	60,000	Medical	30,000	
Farm sales	90,000	Farm inputs	50,000	
Transport business	100,000	School fees	100,000	
Fishing	70,000	Clothing	60,000	
Rent from houses	80,000	Fuel	40,000	
Total	480,000	Total	320,000	

5.1.1 Family income and expenditure

Family income

Families can raise income through:

- Growing crops. • Keeping animals.
- Buying and selling things. • Employment.
- Fishing.

Family expenditure

A family can spend money on a number of things. These may include:

- Food • Clothing • Shelter • Medication

5.1.2 Importance of a family budget

It is important for a family to prepare a budget because of the following reasons:

- It helps the family to use the money they get in a productive way.
- It encourages the family to work hard in order to make the money it requires.
- It helps the family to put a limit on the amount of money to be spent.
- It enables the family to obtain the items needed at an affordable cost.
- It helps the family to spend money on priority items.
- It helps the family to make savings.
- It helps the family to plan for the future.

5.2 National budget

The money which the government gets is called **national revenue**. Just like a family budget, the government also prepares a budget called a **national budget**.

The national budget is passed by the parliament before it is put into use. When does the minister for finance present the budget to parliament? Discuss in pairs what the national budget consists of.

5.2.1 National revenue and expenditure

The national budget has two main items. These are national **revenue** and **expenditure**.

National revenue

These are sources of government revenue:

Payment of rates, Taxes levied on people who import or export goods, Grants from foreign countries, rent from government buildings, Loans, Fines from the courts, License fees, Income taxes

Rwanda Revenue Authority (RRA) collects revenue for the government.

National expenditure

National expenditure refers to how the government uses its money. The government spends money on different projects such as:

- Paying the salaries of government workers like teachers and doctors.
- Buying books for schools and laptops for pupils.
- Building roads, bridges and airports.
- Building schools and hospitals.
- Buying drugs and equipment for hospitals.
- Buying fertilizers for farmers
- Water and sanitation.

5.2.2 Types of budget

There are different types of budgets. These are:

Balanced budget

This is a budget in which revenue is equal to expenditure.

Surplus budget

This is a budget in which revenue is more than expenditure.

Deficit budget

This is a budget in which expenditure is more than revenue.

5.2.3 Importance of national budget

The national budget is important in the following ways:

- The national budget helps the government to use public money well.
- The national budget helps the government to collect money for development.
- It helps the government to allocate money depending on the needs of the people.
- The national budget helps the government to plan its development activities.
- The national budget promotes transparency and accountability.
- It allows parliament to check the government's spending.

5.3 Development

When the lives of people improve and their surroundings also improve, we call that **development**.

5.3.1 Factors that promote development

Factors that promote development include trade, agriculture and tourism.

5.3.2 Factors that hinder development

There are reasons that might make it difficult for a country to develop. Some of these are:

- Inadequate capital for the country to meet its needs.
- Poor transport networks, like roads and railways.
- Low levels of education amongst the population.
- Inadequate land for agriculture.
- High population growth.
- Civil war leading to displacement of people and refugees.

5.3.3 Indicators of development

Some of the indicators of development in our country include:

- Good schools • Healthy population
- Good hospitals • Good housing
- Good roads • Clean water

PRIMARY SOCIAL STUDIES - END OF UNIT EVALUATION

UNIT 4: PUBLIC PLACES AND ASSETS

UNIT 5: BUDGET AND DEVELOPMENT

Time: 3 Hours

Total Marks: 100

SECTION A: TERMS TO DEFINE

(10 × 2 = 20 marks)

Define the following terms:

1. Public places

2. Public assets

3. Poaching

4. Budget

5. Income

6. Expenditure

7. National budget

8. Balanced budget

9. Development

10. Revenue

SECTION B: MULTIPLE CHOICE QUESTIONS (MCQs)

(15 × 1 = 15 marks)

Choose the correct answer.

1. Which of the following is a public place?

A. House B. Museum C. Bedroom D. Kitchen

2. A game park is important because it:

A. Destroys animals B. Promotes culture and tourism
C. Pollutes the environment D. Causes fire

3. Hospitals and schools are examples of:

A. Private assets B. Personal property C. Public assets D. Home assets

4. Illegal killing of wild animals is called:
A. Hunting B. Grazing C. Poaching D. Fishing
5. One problem facing public places is:
A. Cleaning B. Repairing C. Pollution D. Fencing
6. One way of preserving public assets is by:
A. Destroying them B. Cleaning and repairing C. Burning D. Ignoring
7. Planning how to use money is called:
A. Saving B. Banking C. Budgeting D. Trading
8. Money a family gets is called:
A. Expenditure B. Income C. Budget D. Debt
9. Food and clothing are examples of:
A. Income B. Revenue C. Expenditure D. Savings
10. A family budget shows income, expenditure and:
A. Debt B. Loans C. Savings D. Taxes
11. The national budget is prepared by the:
A. Family B. School C. Government D. Church
12. Rwanda Revenue Authority (RRA) collects:
A. School fees B. Salaries C. Revenue D. Food
13. When revenue equals expenditure, the budget is:
A. Deficit B. Surplus C. Balanced D. Weak
14. Trade, agriculture and tourism promote:
A. Poverty B. Development C. War D. Pollution
15. Clean water and good roads are indicators of:
A. Hunger B. Development C. Disease D. Conflict

SECTION C: MATCHING QUESTIONS

(10 × 1 = 10 marks)

Match A with B

A

1. Museum
2. Hospital
3. Poaching
4. Budget
5. Income
6. Expenditure
7. Balanced budget
8. Deficit budget
9. Development
10. RRA

B

- a. Public asset
- b. Public place
- c. Illegal killing
- d. Money plan
- e. Money received
- f. Money spent
- g. Revenue = expenditure
- h. Spending more
- i. Improved living
- j. Revenue collection

SECTION D: SHORT ANSWER QUESTIONS

(15 × 2 = 30 marks)

Answer the following:

1. Name two public places found in Rwanda.

2. Mention two examples of public assets.

3. State two importance of public places and assets.

4. Give two problems faced by public places.

5. What is poaching?

6. Mention two ways of preserving public assets.

7. What is a budget?

8. Name the two parts of a budget.

9. State two sources of family income.

10. Mention two items of family expenditure.

11. Give two importance of a family budget.

12. What is a national budget?

13. Mention two sources of national revenue.

14. State two government expenditures.

15. What is development?

SECTION E: TRUE OR FALSE

(10 × 1 = 10 marks)

Write **True** or **False**.

1. Museums are private places. _____
2. Public assets belong to all citizens. _____
3. Poaching is legal in Rwanda. _____
4. A budget helps control spending. _____
5. Income is money spent. _____
6. RRA collects revenue for the government. _____
7. A surplus budget has more expenditure. _____

8. Education promotes development. _____
9. Clean water is an indicator of development. _____
10. National budget is prepared by families. _____

SECTION F: COMPLETE THE SENTENCES

(10 × 1 = 10 marks)

1. Illegal killing of animals is called _____
2. Planning money use is called _____
3. Money received is known as _____
4. Money spent is called _____
5. Public hospitals are _____ assets
6. When revenue is more than expenditure, it is a _____ budget
7. Roads and bridges are built by the _____
8. Development improves people's _____
9. RRA collects _____
10. Clean water shows _____

SECTION G: COMPETENCE-BASED ASSESSMENT (CBA)

(15 marks)

Situation:

In your community, people throw rubbish in public gardens, damage school buildings, overspend family income, and save very little money.

Tasks:

1. Identify **two problems** affecting public places or family budgets.
(4 marks)
2. Explain **two causes** of these problems.
(4 marks)
3. Suggest **three solutions** to preserve public assets and improve budgeting.
(6 marks)
4. State **one benefit** of proper budgeting or protecting public assets.
(1 mark)

ANSWER GUIDE (SUMMARY)

Section B

1.B 2.B 3.C 4.C 5.C
6.B 7.C 8.B 9.C 10.C
11.C 12.C 13.C 14.B 15.B

Section C

1-b, 2-a, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

Section E

1.F 2.T 3.F 4.T 5.F
6.T 7.F 8.T 9.T 10.F

✓ Sections A, D, F, G marked using correct points from the content.

MARKING DISTRIBUTION

- Knowledge & understanding: **40%**
- Application & skills: **40%**
- Values & attitudes (CBA): **20%**

NEXT STEPS (Optional - just tell me):

- ✓ Convert to **WORD** or **PDF**
- ✓ Create **Teacher's detailed marking rubrics table**
- ✓ Adapt for **P4 / P5 / P6 national-exam style**
- ✓ Add **diagrams & budgeting calculations**

I'm ready 👍

UNIT 6: DIRECTION AND LOCATION

6.1 Direction and location

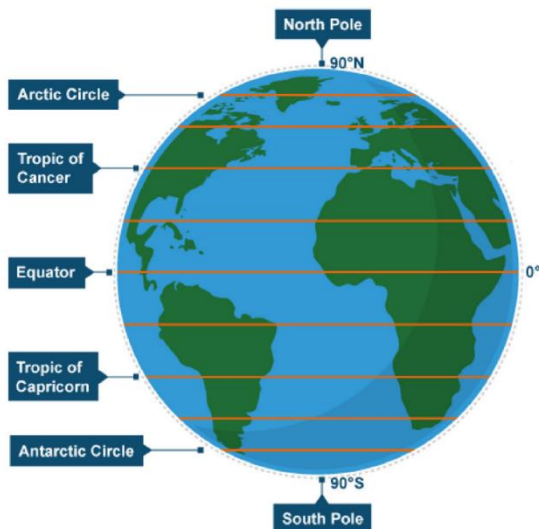
6.1.1 Latitude and longitude

Latitude

Latitudes are imaginary lines drawn on a globe or map. They run across the map from East to West. They show how far north or south a place is from the equator. The main line of latitude is the equator, which is 0°.

Other latitudes include:

- The Tropic of Cancer 23.5° North of the equator
- The Tropic of Capricorn 23.5° South of the equator
- The Arctic Circle 66.5° North of the equator
- The Antarctic Circle 66.5° South of the equator

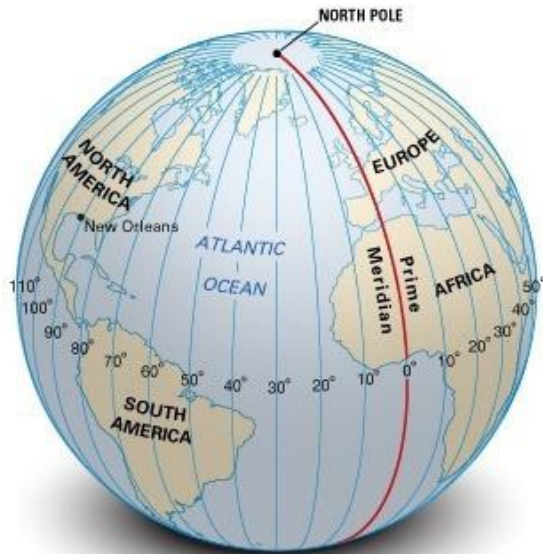


- The area to the north of the equator is called the **Northern Hemisphere** and the one to the south is called the **Southern Hemisphere**.

- We use latitudes to describe where places are found and the position of countries or continents on a map.

Longitude

- Longitudes are also imaginary lines drawn on a map or globe. They run from North to South.
- Longitudes are also called **meridian lines**.
- The main line of longitude is marked 0° . It is called the **Prime Meridian**. All other longitudes are measured from the prime meridian.
- Longitude shows how far east or west a place is from the prime meridian.
- The prime meridian runs through the town of Greenwich near London, that is why it was previously called the **Greenwich Meridian**.
- The prime meridian also passes through Accra in Ghana.



6.1.2 Location of Rwanda on the map of East Africa using latitude and longitude

- Rwanda is found between latitude 1° S and 3° South of the equator.
- It also lies between longitude 28° E and 31° East of Prime Meridian.
- Therefore, the location of Rwanda on a map of East Africa is 1° S, 3° S - 28° E, 31° E.
- Using both latitude and longitude, we can accurately describe the position of a place where the two lines meet.
- Latitude is given first and then longitude.
- For example, Africa lies between 37° N, 35° S and 25° W, 58° E.

6.1.3 Location of Rwanda on African map using latitudes and longitudes

- The location of Rwanda on the map of Africa using latitude and longitude is the same as the one for East Africa which we gave. Did you get it correct?

6.1.4 Time zones

- Rotation of the Earth has an effect on time. It causes different times in different places. For example, when it is 1.00 a.m. in Kigali, Rwanda, it is 11.00 a.m. in Dakar, Senegal.
- The earth takes 4 minutes to rotate around its axis from one degree of longitude to another. This means there are different times for different lines of longitudes.

- To avoid creating confusion, countries in each region use agreed times called **standard time**.
- The countries of Central Africa use the Central African Time (C.A.T.). Therefore, if it is 10.00 a.m. in Rwanda, it will be the same time in Burundi and at the eastern side of the Democratic Republic of Congo.
- The countries of East Africa use East African Time (E.A.T.). Hence, when it is 10.00 a.m. in Kenya, it will be the same time in Uganda and Tanzania.

A **time zone** is a region of the globe that observes a uniform standard time for legal, commercial and social purposes. Time zones follow the boundaries of countries. This is because it is convenient for areas in close proximity to keep the same time for trade and communication.

Calculating time using degrees (longitudes)

Lines of longitude are measured in degrees. The earth makes a 360° turn in 24 hours. Therefore, for every 1 hour, the earth rotates through 15° of longitude. That is:

$$24 \text{ hours} = 360^{\circ}$$

$$1 \text{ hour} = 15^{\circ}$$

$$\text{Therefore, } 1^{\circ} = 4 \text{ minutes}$$

The Earth takes 4 minutes to rotate through 1° of longitude.

The earth rotates from West to East. The time in the east is always ahead of the time in the west. Therefore, when calculating time, one has to add the time calculated if the place is to the East. If the place is to the West, one has to subtract the time calculated.

Example 1

If the time is 12.00 noon in Accra, which is at 0° , what is the time in Kigali 30°E ?

$$1^{\circ} = 4 \text{ minutes}$$

$$30^{\circ} = 4 \times 30^{\circ} \text{ minutes}$$

$$= 120 \text{ minutes} = 2 \text{ hours}$$

This means that Kigali is 2 hours ahead of Accra. Therefore, the time in Kigali is 2.00 p.m.

Example 2

If the time in Gisenyi, at 29°E , is 8.00 a.m., what is the time in Tunis 10°E ?

The difference in longitude between 29°E and 10°E is 19°

$$\text{That is } 29^{\circ}\text{E} - 10^{\circ}\text{E} = 19^{\circ}$$

$$1^{\circ} = 4 \text{ minutes}$$

$$\text{Therefore, } 19^{\circ} = 19 \times 4 \text{ minutes}$$

$$= 76 \text{ minutes} = 1 \text{ hour } 16 \text{ minutes}$$

Therefore, Tunis is 1 hour 16 minutes behind Gisenyi

$$8.00 \text{ a.m. minus } 1 \text{ hour } 16 \text{ minutes} = 6.44 \text{ a.m.}$$

Example 3

If the time in Dakar at 17° W, is 9.30 a.m., what is the time in Mombasa, 40° E?

The difference between 17° W and 40° E is 57°. Since longitude starts at 0°

That is: 17° W - 0° = 17°

40° E - 0° = 40°

Total difference from 0° prime meridian is 17° + 40° = 57°

Therefore, 57 × 4 minutes = 228 minutes

228 = 3 hours 48 minutes

This means that Mombasa is 3 hours 48 minutes ahead of Dakar, since Mombasa is to the east.

Time in Mombasa is: 9.30 am + 3 hours 48 minutes = 1:18 pm.

6.2 Main physical features

Physical features are those things that were not created by man. They are found on the earth's surface. They include mountains, valleys, rivers, lakes, hills, escarpments and plateaus. Name the physical features near your school.

6.2.1 Physical features of Rwanda

The main physical features of Rwanda are:

Mountains

Mountains are the highest relief features. Examples of mountains found in Rwanda are:

- Mount Ibirunga • Karisimbi
- Mount Muhabura • Mount Sabyinyo
- Mount Bisoke

Hills

A hill is a raised part of the land which is lower than a mountain. Rwanda is known as the

Country of a Thousand hills.

Valleys

A valley is a low-lying area between hills. An example is Bugarama Valley.

Rivers

Rwanda has many rivers. The largest is Akagera. Are there rivers near your school?

Lakes

A lake is a large mass of water occupying a depression in the land. Our country has lakes. They include **Lake Kivu, Lake Rweru, Lake Muhazi and Lake Ruhondo**. Name other lakes that you know.

6.2.2 Main physical features of East Africa

Other physical features found in East Africa are:

- Plateaus • Plains

6.2.3 Main physical features in Africa

The main physical features found in Africa are:

- Mountains • Plateaus • Rivers
- Basins • Valleys • Lakes • Plains

6.2.4 Formation of physical features

Formation of mountains

There are different types of mountains in Africa. They include:

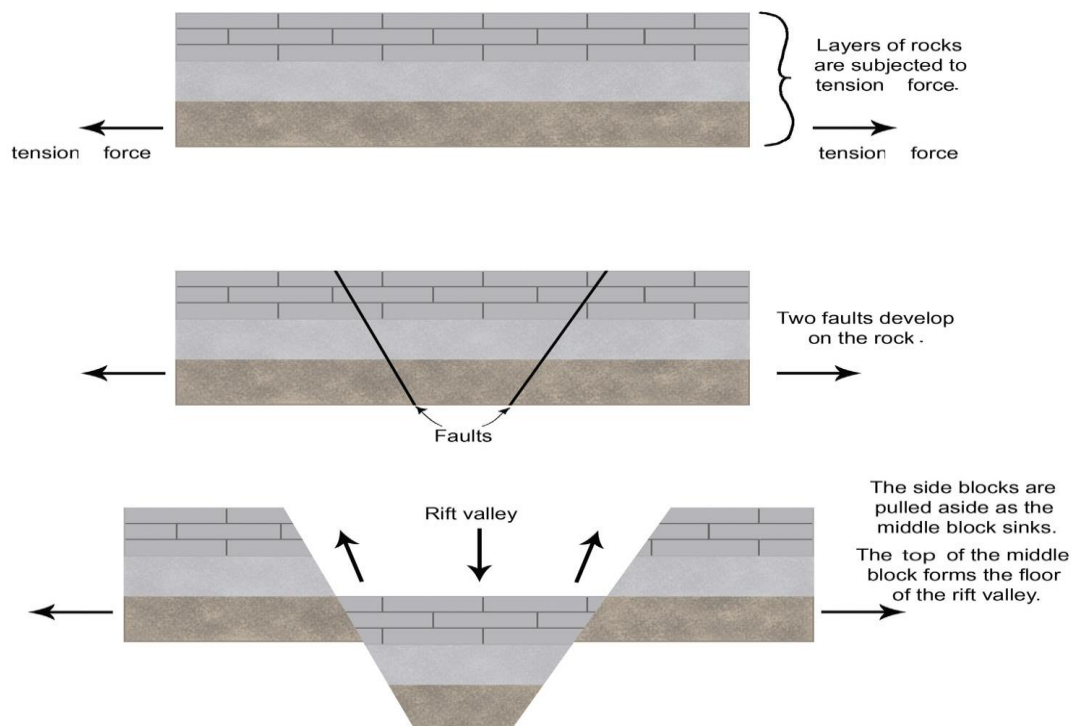
Volcanic mountains

These are mountains formed after the eruption of a volcano. Magma is pushed up the vent and flows downwards forming volcanic mountains and hills. Examples are Mt Karisimbi in Rwanda and Mt Kilimanjaro in Tanzania.

Block Mountains

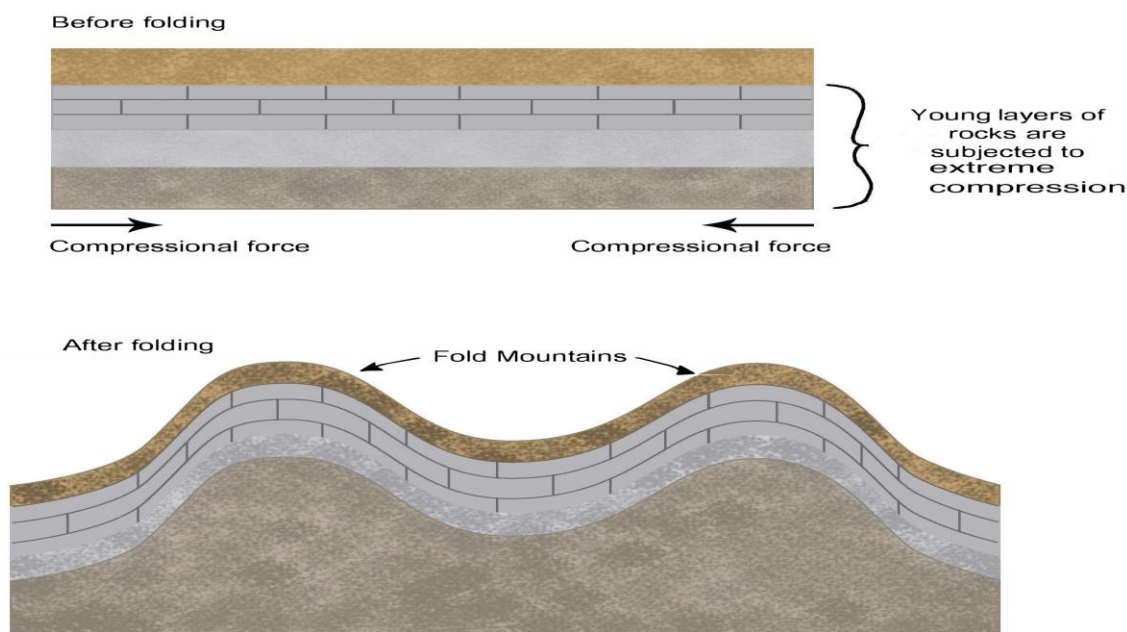
These are mountains formed by faulting. When rocks are subjected to extreme compression, fault lines develop. The land between fault lines is pushed up to form Block Mountains. An example is the Ruwenzori Mountain in Uganda.

Formation of the Rift Valley



The Rift Valley was formed when two cracks or fault lines formed on the surface of the earth. The land between the two faults sank forming a valley. This is caused by tensional forces.

Fold Mountains



These are mountains formed when young rocks are pushed together from either side. The rocks fold and move upwards to form Fold Mountains. Examples of these are the Atlas Mountains in Morocco.

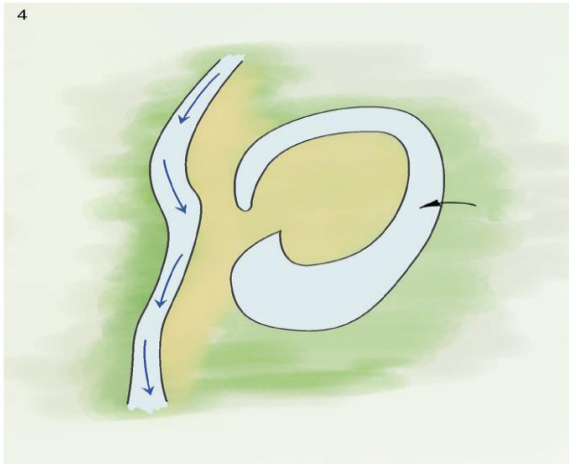
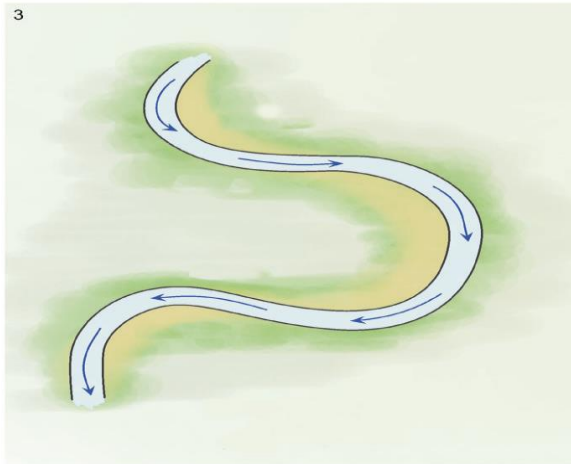
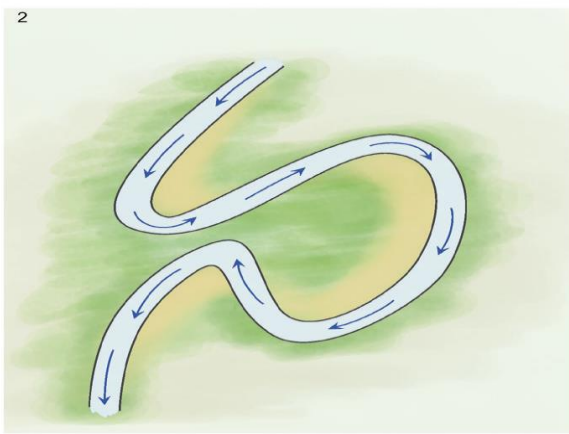
Formation of lakes

Lakes are formed when water collects in a basin or depression on the earth's surface. The water that fills the depression comes from rain, river, underground water or melting ice.

Rift valley lakes

During the formation of the Rift Valley, some parts of the land sank deeper than others. They formed depressions. The depressions were filled with water to form lakes. Example is Lake Tanganyika. These are called rift valley lakes.

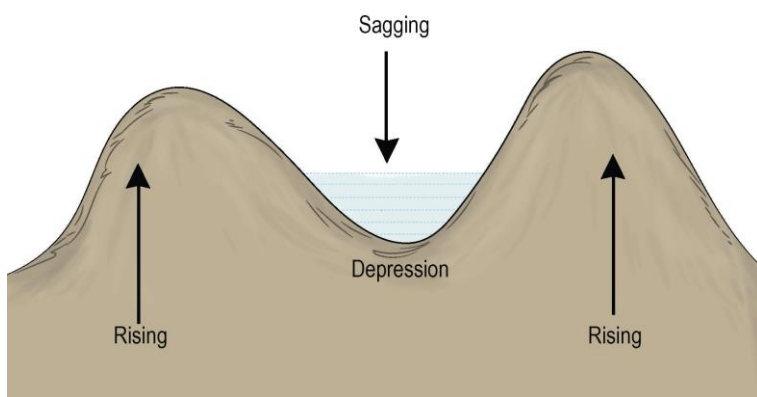
Lakes formed as a result of river erosion (ox-bow lakes)



1. River begins to move in a winding motion
2. River begins to move in a winding motion the meander increases as the river erodes and deposits materials
3. The neck of the meander reduces
4. The river cuts a new channel

Ox-bow lakes are lakes formed when a river erodes the surface of the earth. The river creates a sharp bend. Over time, part of it is cut off to form a lake. An example is Lake Utange in Tanzania.

Lakes formed as a result of down warping



Down warping is a process by which the earth surface bends downwards due to pressure. This happens when the surrounding areas are forced up. An example of a lake formed this way is lake Victoria.

Lakes formed by volcanicity

Lava dammed lakes

Lava dammed lakes are formed when lava blocks a river. An example of a lake formed in this manner is Lake Burera and Ruhondo in Rwanda.

Crater lakes



When a volcano is formed, a depression may be formed on top. This is called a crater. When a crater is filled with water, it forms a crater lake. Examples are Lake Burera and Ruhondo in Rwanda and Lake Ngozi in Tanzania.

6.2.5. Importance of physical features

- Source of job
- Tourist attraction
- They provide food to the people like fishes, ...
- They are home of some animals
- They are mean of transport,
- ...

6.3 Climate

Climate is the condition of atmosphere in a given place over a long period of time.

6.3.1 Types of climate

These are the main types of climate:

- Equatorial climate
- Tropical climate
- Savanna climate
- Semi-desert climate
- Desert climate
- Temperate climate

Characteristics of the Rwandan climate

Rwanda is located only 2° south of the equator. However, the country has a high altitude. This makes it a **temperate tropical highland** climate.

The climate of Rwanda has the following climate characteristics:

- The country has two rainy seasons; between February and May and September and December.
- The total annual rainfall averages 800 mm.
- The average daily temperature is about 24°C, although it may reach 30°C.
- Rainfall is mainly heavier in the western and north western mountains.
- The Summit of Karisimbi (the highest mountain) is often covered with snow.

Characteristics of East African climate

The table below shows a summary of the characteristics of the East African climate.

Climatic region	Areas	Characteristics
Equatorial	<ul style="list-style-type: none"> • South-Western Uganda • North -Western Tanzania 	High rainfall over 1,500 mm per year. High temperatures throughout the year of about 26°C. Two rainy seasons, April to May and November to December.
Modified Equatorial	<ul style="list-style-type: none"> • Western Uganda • Rwanda • Burundi 	High rainfall of over 1,100 mm per year. Moderate temperature of about 22°C.
Tropical	<ul style="list-style-type: none"> • Western Kenya • Tanzania • Southern Sudan • Northern Uganda 	Rainfall ranges from 800 mm to 1,100 mm. High temperatures. Two rainy seasons.
Sub- Tropical	Slopes of Mount Kenya, Elgon and Kilimanjaro Western Uganda	High rainfall of about 2,000 mm. Cool temperatures ranging from 18°C to 23°C. Low temperatures on the peaks of mountains, which are covered by snow.
Coastal Tropical	Coastal areas of Tanzania and Kenya	Rainfall of between 350 mm and 1,200 mm. High temperatures ranging from 24°C to 31°C.
Desert	Central part of Northern Kenya	Low rainfall of below 250 mm per year. High temperatures of up to 40°C. Irregular rainfall.
Semi- Desert	Eastern and Northern Kenya North Eastern Uganda Central Tanzania	Low rainfall 250 mm to 750 mm. High temperatures 21°C to 28°C. Long dry season of over six months.

Characteristics of Africa's climate

Study the table below and identify the characteristics of the climatic regions of Africa.

Climatic region	Areas	Characteristics
Equatorial	Gabon, Democratic Republic of Congo, South Nigeria, Congo and Togo	High rainfall (1,500 mm–2,000 mm) Hot and wet throughout the year.
Savanna	Mali, Kenya, Chad, Sudan, Tanzania, Senegal and Mauritania	Moderate rainfall ranging from 750 mm to 1,500 mm. Has two seasons, cold and dry, and hot and wet.
Semi-Desert	Algeria, Botswana, Tunisia, Kenya and Mali	Rainfall of about 300 mm. Hot and dry throughout the year. High temperatures of about 25°C to 40°C.
Desert	Egypt, Niger, Sudan, Algeria and Libya	No cloud cover. Rainfall below 250 mm. Temperatures ranging from 0°C to 50°C.
Mediterranean	Algeria, Tunisia, Morocco, Cape Region of South Africa	Hot wet winters and cold dry summers. Temperatures ranging from 10°C to 25°C. Rain falls during winter.
Mountain	Around Mt Kilimanjaro, Mt Elgon, Mt Kenya, Cameroon Mountains, Drankesburg Mountains, Ethiopian highlands	Low temperatures on the peak of the mountain, sometimes below 0°C. High rainfall throughout the year on the windward slopes. Leeward slopes have less rainfall.

6.3.2 Climate change

Climate change is the long-term change in the climate of a place. Over time, the temperature of the earth has been rising steadily throughout the world. The earth is becoming warmer and warmer. This is called **global warming**.

Climate change happens in the following ways:

- Areas which were cooler before become warmer.
- Places which used to receive high rainfall receive lower rainfall.
- Places which used to receive lower rainfall receive higher rainfall.

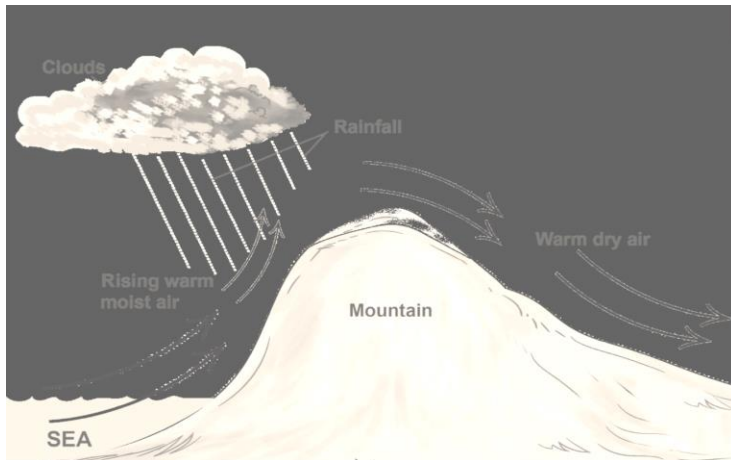
Influence of physical features on climate change

Physical features greatly influence climate change in the following ways:

The oceans and lakes

- Places near oceans and lakes receive more rainfall. This is because they add more moisture to the atmosphere through evaporation. When lakes dry up, we receive less rainfall.
- During summer when temperatures are high, cool breezes from oceans and lakes reduce the surrounding temperature. When lakes dry up, temperatures increase on the surface of the earth.
- During winter, when temperatures are very low, warm breezes from oceans and lakes increase the surrounding temperature.

Mountains



- Mountains block wind. This creates high rainfall on the side facing the wind.
- The side facing away from the wind receives less rainfall because of the rain shadow effect.
- Mountains and hills lead to lower temperatures as a result of higher altitude.

6.3.3 Effects of climate change

The following are some of the effects of climate change:

- A warmer and wetter climate leads to an increase in pests, such as mosquitoes and houseflies. This leads to increase in diseases like malaria and diarrhea.
- An increase in rainfall leads to floods. Flooding may lead to loss of life and destruction of property.
- An increase in temperature and a reduction in rainfall may lead to drought. Drought leads to a shortage of food, resulting in famine.
- A reduction in rainfall leads to lower water levels in rivers and lakes. This affects water transport. It also affects the production of hydro-electric power and irrigation.
- A reduction in rainfall affects water sources. This leads to water shortage.
- An increase in temperatures leads to glaciers melting on high mountains. This leads to water levels in the lakes and oceans raising causing flooding. Disappearance of glaciers also leads to a fall in tourism.

6.3.4 How to overcome the effects of climate change

We can overcome the effects of climate change by:

- Planting more trees and conserving forests.
- Using renewable sources of energy such as wind and solar.

- Conserving energy, for example, by switching off light bulbs which are not in use.
- Growing drought-resistant crops like cassava, millet and sorghum.

END-OF-UNIT ASSESSMENT FOR UNIT 6: DIRECTION, LOCATION, PHYSICAL FEATURES, AND CLIMATE, formatted exactly like the previous ones with **CBA**, **marks**, and **answer guide**.

PRIMARY SOCIAL STUDIES - UNIT 6 ASSESSMENT

Time: 3 Hours

Total Marks: 100

SECTION A: TERMS TO DEFINE

(10 × 2 = 20 marks)

Define the following terms:

1. Latitude
2. Longitude
3. Prime Meridian
4. Time zone
5. Volcano
6. Rift Valley
7. Crater lake
8. Climate
9. Global warming
10. Rain shadow effect

SECTION B: MULTIPLE CHOICE QUESTIONS (MCQs)

(15 × 1 = 15 marks)

Choose the correct answer:

1. Latitudes run:
A. North to South B. East to West C. Diagonally D. Randomly
2. Longitudes are also called:
A. Tropics B. Meridians C. Equators D. Hemispheres

3. The main line of longitude is:
A. Tropic of Cancer B. Prime Meridian C. Equator D. Arctic Circle
 4. Rwanda lies between:
A. 1° S - 3° S, 28° E - 31° E B. 10° N - 20° N, 40° E - 50° E
C. 1° N - 3° N, 28° W - 31° W D. 0° - 10° S, 0° - 10° E
 5. A hill is:
A. Lower than a valley B. Higher than a mountain C. Lower than a mountain D. A water body
 6. Which of the following is a volcanic mountain?
A. Atlas B. Karisimbi C. Ruwenzori D. Bisoke (Fold)
 7. The Rift Valley was formed due to:
A. River erosion B. Faulting and sinking of land C. Glacier melting D. Human activity
 8. A lake formed from a river bend is called:
A. Rift valley lake B. Crater lake C. Ox-bow lake D. Lava dammed lake
 9. Temperate tropical highland climate is found in:
A. Northern Kenya B. Rwanda C. Sahara Desert D. Egypt
 10. The side of a mountain receiving less rainfall is affected by:
A. Equatorial effect B. Rain shadow effect C. Monsoon winds D. Ocean breezes
 11. One effect of climate change is:
A. Increase in rainfall everywhere B. Rise in temperature and droughts
C. More trees planted D. No effect on animals
 12. Renewable energy includes:
A. Coal B. Wood C. Solar D. Petrol
 13. Global warming causes:
A. Flooding B. Increase in glaciers C. Desertification D. Both A and C
 14. The Prime Meridian passes through:
A. Kigali B. Accra C. Nairobi D. Dakar
 15. A crater lake is formed when:
A. Rivers erode the land B. Lava blocks a river C. Water fills a volcanic crater D. Land sinks
-

SECTION C: MATCHING QUESTIONS

(10 × 1 = 10 marks)

Match A with B:

A

1. Equator
2. Tropic of Cancer
3. Prime Meridian
4. Rift Valley
5. Ox-bow lake
6. Crater lake
7. Lava dammed lake
8. Rain shadow effect
9. Northern Hemisphere
10. Southern Hemisphere

B

- a. 0° latitude
- b. 23.5° N
- c. 0° longitude
- d. Formed by faulting and sinking land
- e. Formed from river erosion
- f. Water fills volcanic crater
- g. Formed when lava blocks river
- h. Side of mountain with less rainfall
- i. North of equator
- j. South of equator

SECTION D: SHORT ANSWER QUESTIONS

(15 × 2 = 30 marks)

1. Define longitude.

2. What is a time zone?

3. Name two physical features found in Rwanda.

4. Mention two lakes found in Rwanda.

5. Give one example of a volcanic mountain in Rwanda.

6. What is a fold mountain?

7. State two types of lakes formed by rivers.

8. Define climate.

9. Name one climatic region in East Africa.

10. Give one characteristic of the temperate tropical highland climate in Rwanda.

11. What is climate change?

12. Mention one effect of climate change on humans.

13. Give one way mountains influence climate.

14. State one way to reduce the effects of climate change.

15. What is global warming?

SECTION E: TRUE OR FALSE

(10 × 1 = 10 marks)

1. Latitudes run from East to West. _____
 2. Rwanda lies in the Northern Hemisphere. _____
 3. Rift Valley is formed by tensional forces. _____
 4. Lava dammed lakes are formed when water collects in a depression. _____
 5. Climate refers to short-term weather. _____
 6. Rain shadow effect causes less rainfall on one side of a mountain. _____
 7. Equatorial region has high rainfall throughout the year. _____
 8. Mountains and lakes have no influence on climate. _____
 9. Planting trees helps to reduce effects of climate change. _____
 10. Temperatures on mountain peaks are usually higher than lowlands. _____
-

SECTION F: COMPLETE THE SENTENCES

(10 × 1 = 10 marks)

1. The main line of latitude is called _____.
 2. The line of longitude marked 0° is called _____.
 3. Rwanda lies between _____ S and _____ S latitude.
 4. The highest mountain in Rwanda is _____.
 5. A valley is a _____ between hills.
 6. Lakes formed from volcanic craters are called _____.
 7. The earth rotates from _____ to _____.
 8. The country has _____ rainy seasons.
 9. Places near oceans and lakes receive more _____.
 10. Rising global temperatures leading to melting glaciers is called _____.
-

SECTION G: COMPETENCE-BASED ASSESSMENT (CBA)

(15 marks)

Situation:

Your community experiences floods, droughts, and irregular rainfall. There are also disputes over land near rivers and lakes.

Tasks:

1. Identify **two physical features** in your community. (4 marks)
2. Explain **two ways physical features influence climate**. (4 marks)
3. Suggest **three measures** to reduce the effects of climate change. (6 marks)
4. State **one benefit** of protecting the environment and physical features. (1 mark)

ANSWER GUIDE (SUMMARY)

SECTION B

1.B	2.B	3.B	4.A	5.C
6.B	7.B	8.C	9.B	10.B
11.D	12.C	13.D	14.B	15.C

SECTION C

1-a, 2-b, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

SECTION E

1.T	2.F	3.T	4.F	5.F
6.T	7.T	8.F	9.T	10.F

SECTION F & D

Based strictly on content provided; mark each answer for **accuracy and completeness**

MARKING DISTRIBUTION

- Knowledge & understanding: **40%**
- Application & map/diagram skills: **40%**
- Values, attitudes & CBA: **20%**

UNIT 7: ECONOMIC ACTIVITIES

7.1 Economic activities in Rwanda and East Africa

7.1.1 Rwanda

Economic activities are things people do to earn a living. List the things which people around your school do to earn a living.

Some of the major economic activities in Rwanda include:

- Agriculture • Livestock keeping
- Tourism • Transport and communication
- Forestry and lumbering • Fishing
- Crafts making • Industry/manufacturing
- Trade • Mining

7.1.2 East Africa

- The economic activities carried out in Rwanda are the same as those found in the rest of East Africa.
- For example, in Kenya, Uganda and Tanzania, agriculture is the main economic activity.

- In these countries, they also carry out mining, fishing, industry, transport and communication, forestry and crafts.

7.2 Economic activities in Africa

Some of the economic activities in Africa include:

- Agriculture • Industrialization • Tourism
- Forestry • Fishing • Transport and Communication

7.3 Importance of economic activities to sustainable Development

Sustainable development is development, which considers both current and future generations. For example, when we cut trees for timber, we plant other trees to replace them. This helps to ensure that those people who will be born after us will also have trees.

COMPLETE ASSESSMENT FOR UNIT 7: ECONOMIC ACTIVITIES with CBA, marks, and answers at the end, following the same structure as the previous units:

PRIMARY SOCIAL STUDIES - UNIT 7 ASSESSMENT

Time: 3 Hours

Total Marks: 100

SECTION A: TERMS TO DEFINE

(10 × 2 = 20 marks)

Define the following terms:

1. Economic activity

2. Agriculture

3. Livestock keeping

4. Tourism

5. Transport and communication

6. Forestry

7. Fishing

8. Industry

9. Trade

10. Sustainable development

SECTION B: MULTIPLE CHOICE QUESTIONS (MCQs)

(15 × 1 = 15 marks)

Choose the correct answer:

1. People carry out economic activities mainly to:
A. Relax B. Earn a living C. Travel D. Study
 2. Agriculture involves:
A. Making clothes B. Growing crops and keeping animals C. Trading goods D. Mining
 3. One major economic activity in East Africa is:
A. Deserting land B. Agriculture C. Volcano eruption D. Migration
 4. Forestry includes:
A. Planting and cutting trees B. Fishing C. Selling goods D. Driving buses
 5. Sustainable development ensures:
A. Immediate profit only B. Resources for future generations C. Cutting all trees D. Mining without rules
 6. Fishing is done in:
A. Rivers and lakes B. Mountains C. Deserts D. Forests
 7. Crafts making is an economic activity that involves:
A. Building roads B. Making art and goods by hand C. Farming D. Mining
 8. Industry/manufacturing involves:
A. Producing goods in factories B. Planting crops C. Catching fish D. Selling clothes
 9. Tourism is important because it:
A. Pollutes the environment B. Brings visitors and money C. Causes floods D. Destroys forests
 10. Transport and communication help to:
A. Move goods and information B. Cut trees C. Farm crops D. Mine minerals
 11. Mining provides:
A. Forests B. Minerals and raw materials C. Fish D. Water
 12. Economic activities in Rwanda are similar to:
A. Europe B. East Africa C. Antarctica D. South America
 13. Livestock keeping involves:
A. Raising animals for food and income B. Planting crops only C. Making clothes D. Mining
 14. Trade involves:
A. Selling and buying goods and services B. Planting trees C. Mining D. Building roads
 15. One example of sustainable economic activity is:
A. Cutting all trees B. Planting trees after cutting them C. Dumping waste in rivers D. Overfishing
-

SECTION C: MATCHING QUESTIONS

(10 × 1 = 10 marks)

Match A with B:

- | A | B |
|-----------------------------|--|
| 1. Agriculture | a. Growing crops and keeping animals |
| 2. Livestock keeping | b. Raising animals like cows and goats |
| 3. Tourism | c. Activities for visitors and sightseeing |
| 4. Transport | d. Moving people and goods |
| 5. Communication | e. Sending and receiving information |
| 6. Fishing | f. Catching fish in lakes or rivers |
| 7. Forestry | g. Planting and cutting trees for wood |
| 8. Industry | h. Making goods in factories |
| 9. Trade | i. Buying and selling goods and services |
| 10. Sustainable development | j. Using resources wisely for future generations |
-

SECTION D: SHORT ANSWER QUESTIONS

(15 × 2 = 30 marks)

1. What are economic activities?

2. Name three economic activities carried out in Rwanda.

3. Give two examples of economic activities in East Africa.

4. What is agriculture?

5. Mention one importance of tourism.

6. Name one way transport supports economic activities.

7. Define sustainable development.

8. Give two examples of economic activities that involve natural resources.

9. What is trade?

10. Give one example of industry/manufacturing in Rwanda.

11. Name two economic activities that generate income for families.

12. Mention one reason why forestry is important.

13. Give one example of crafts making in Rwanda.

14. State one similarity of economic activities in Rwanda and East Africa.

15. Why is sustainable development important?

SECTION E: TRUE OR FALSE

(10 × 1 = 10 marks)

1. Economic activities are done mainly to earn a living. _____
 2. Agriculture only involves growing crops. _____
 3. Livestock keeping provides food and income. _____
 4. Tourism is not an economic activity. _____
 5. Mining is part of economic activities. _____
 6. Industry involves making goods in factories. _____
 7. Sustainable development ignores future generations. _____
 8. Trade involves buying and selling goods and services. _____
 9. Fishing is done in rivers and lakes. _____
 10. Crafts making is not an economic activity. _____
-

SECTION F: COMPLETE THE SENTENCES

(10 × 1 = 10 marks)

1. People carry out economic activities to _____.
 2. One main economic activity in Rwanda is _____.
 3. Fishing is done in _____.
 4. Tourism brings _____ to a country.
 5. Transport and communication help to _____.
 6. Sustainable development ensures _____.
 7. Trade involves _____.
 8. Industry/manufacturing produces _____.
 9. Forestry involves _____.
 10. Crafts making includes _____.
-

SECTION G: COMPETENCE-BASED ASSESSMENT (CBA)

(15 marks)

Situation:

Your village faces problems such as unemployment, poor income, and deforestation.

Tasks:

1. Identify **three economic activities** that people in your village can carry out to earn a living. (3 marks)
2. Explain **two ways these activities support sustainable development**. (4 marks)

3. Suggest **three measures** the community can take to ensure economic activities do not harm the environment. (6 marks)
4. State **one benefit** of practicing sustainable development. (2 marks)

ANSWER GUIDE

SECTION B

1.B 2.B 3.B 4.A 5.B
6.A 7.B 8.A 9.B 10.A
11.B 12.B 13.A 14.A 15.B

SECTION C

1-a, 2-b, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

SECTION E

1.T 2.F 3.T 4.F 5.T
6.T 7.F 8.T 9.T 10.F

All short answer, complete the sentences, and CBA tasks should be marked for **accuracy, relevance, and completeness.**

UNIT 8: NATURAL RESOURCES

8.1 Natural resources

The things in our environment that are not man-made are called **natural resources**. Natural resources are useful because they make our lives better.

Natural resources include:

- Vegetation such as forests and grasslands.
- Wild animals which are kept in game parks.
- Land and soils.
- Water resources, like lakes, rivers, oceans and seas.
- People.
- Minerals.
- Climate elements such as rainfall, sunshine and wind.
- Domestic animals.

People do not make natural resources but, they can use them.

8.2 Natural resources of Rwanda

Rwanda as a country is rich with natural resources.

The main natural resources in our country are:

- Mineral resources like gold and tin.
- Natural gas, methane which is mined at Lake Kivu.
- Wild animals like giraffes, mountain gorillas, lions, zebras etc, which are found in national parks like Akagera National park and Nyungwe.
- Vegetation, which includes forests like Gishwati, and grasslands.

- Water resources which include rivers and lakes.
- Land and soil which are used for agriculture.
- People, who provide labor, skills and knowledge.
- Domestic animals like cattle, sheep, goats and poultry.
- The climate including sunshine and rainfall which are used in different ways.

8.3 Natural resources of East Africa and Africa

8.3.1 Natural resources of East Africa

8.3.2 Natural resources of Africa

All the resources found in Rwanda and East Africa are found in Africa. Can you remember them? However, Africa has other additional water resources which are not found in Rwanda. These are water bodies like the Mediterranean Sea, the Red Sea and oceans which include the Atlantic Ocean and the Indian Ocean. Can you mention other resources found in Africa but not in Rwanda?

8.4 Importance of natural resources

Natural resources are important in the following ways:

- They help us to earn income.
- They are a source of employment for many people.
- Minerals and forests provide raw materials for industry.
- Some forests, national parks, rivers and lakes are tourist attractions. These earn the country foreign exchange.

We should conserve our natural resources as a way of preserving our environment.

8.5 Preservation of natural resources

We can preserve natural resources by:

- Establishing game parks to preserve wildlife.
- Creating forest reserves.
- Reforestation.
- Harvesting fish only when they are mature.
- Building gabions and terraces to protect soil from erosion.
- Protecting water bodies and avoiding pollution.

8.5.1 Importance of preserving natural resources

Preserving natural resources is important in the following ways:

- It is important for sustainable development.
- It helps to protect animals and plants from becoming extinct.
- When we preserve our natural resources, we are protecting our environment.
- Natural resources are a source of income for many people.
- By preserving natural resources, we help to overcome the problem of climate change.

It is important for all Rwandans to participate in preserving our natural resources as a way of sustainable development. We should strive to protect our environment at home and in school.

PRIMARY SOCIAL STUDIES - UNIT 8 ASSESSMENT

Time: 3 Hours

Total Marks: 100

SECTION A: TERMS TO DEFINE

(10 × 2 = 20 marks)

Define the following terms:

1. Natural resources

2. Vegetation

3. Wild animals

4. Minerals

5. Domestic animals

6. Climate elements

7. Preservation of natural resources

8. Game park

9. Reforestation

10. Sustainable development

SECTION B: MULTIPLE CHOICE QUESTIONS (MCQs)

(15 × 1 = 15 marks)

Choose the correct answer:

1. Natural resources are:

A. Made by people B. Found in the environment and useful C. Only water D. Only forests

2. Which of the following is a mineral resource found in Rwanda?

A. Sand B. Gold C. Cattle D. Fish

3. Methane gas is mined at:

A. Lake Victoria B. Lake Kivu C. Lake Tanganyika D. Lake Rweru

4. Mountain gorillas are found in:

A. Rivers B. Forests C. National parks D. Deserts

5. Domestic animals include:
A. Lions and zebras B. Cattle, goats, sheep C. Wild elephants D. Giraffes
 6. One way to preserve natural resources is:
A. Cutting all trees B. Overfishing C. Reforestation D. Polluting rivers
 7. Forests are important because:
A. They provide raw materials for industry B. They destroy soil C. They increase temperature D. They cause floods
 8. Water bodies such as rivers and lakes are important because:
A. They attract tourists B. They provide water for use C. Both A and B D. None of the above
 9. Minerals and forests help the country by:
A. Causing pollution B. Providing raw materials for industry C. Destroying biodiversity D. Increasing desertification
 10. Preservation of wildlife can be done through:
A. Establishing game parks B. Hunting all animals C. Cutting trees D. Overfishing
 11. Soil can be protected from erosion by:
A. Building terraces and gabions B. Planting no crops C. Cutting all trees D. Burning vegetation
 12. Natural resources contribute to:
A. Sustainable development B. Desertification C. Pollution D. Deforestation
 13. Rwanda's water resources include:
A. Indian Ocean B. Rivers and lakes C. Red Sea D. Mediterranean Sea
 14. People are considered natural resources because:
A. They work in factories only B. They provide labor, skills, and knowledge C. They are animals D. They pollute the environment
 15. Preserving natural resources helps to:
A. Increase climate change B. Protect environment and animals C. Destroy forests D. Reduce rainfall
-

SECTION C: MATCHING QUESTIONS

(10 × 1 = 10 marks)

Match A with B:

A	B
1. Vegetation	a. Forests and grasslands
2. Wild animals	b. Giraffes, gorillas, lions
3. Minerals	c. Gold, tin
4. Domestic animals	d. Cattle, goats, sheep
5. Climate elements	e. Rainfall, sunshine, wind
6. Water resources	f. Lakes and rivers
7. Game park	g. Area to protect wildlife
8. Reforestation	h. Planting trees again
9. Sustainable development	i. Using resources wisely for future generations
10. Preservation	j. Protecting natural resources

SECTION D: SHORT ANSWER QUESTIONS

(15 × 2 = 30 marks)

1. What are natural resources?

2. Name three natural resources found in Rwanda.

3. Give two examples of natural resources in East Africa not found in Rwanda.

4. What is the importance of natural resources in earning income?

5. Give one way minerals help the country.

6. Name one national park in Rwanda where wild animals are preserved.

7. What is the role of climate in economic activities?

8. How can water resources be preserved?

9. What is the importance of preserving forests?

10. Give one way domestic animals contribute to livelihoods.

11. State one way preserving wildlife helps the environment.

12. Mention one effect of not preserving natural resources.

13. Give one example of reforestation in Rwanda.

14. Why is it important for all Rwandans to participate in preserving natural resources?

15. How does preservation of natural resources help in combating climate change?

SECTION E: TRUE OR FALSE

(10 × 1 = 10 marks)

1. Natural resources are man-made. _____
 2. Gold is a mineral resource found in Rwanda. _____
 3. Methane is mined at Lake Kivu. _____
 4. Domestic animals include sheep and goats. _____
 5. Reforestation involves planting trees again. _____
 6. Game parks help preserve wildlife. _____
 7. Preservation of natural resources is not important. _____
 8. Water resources should be polluted. _____
 9. Preserving natural resources supports sustainable development. _____
 10. Climate elements are part of natural resources. _____
-

SECTION F: COMPLETE THE SENTENCES

(10 × 1 = 10 marks)

1. Natural resources are _____.
 2. Rwanda is rich in natural resources such as _____.
 3. Minerals found in Rwanda include _____.
 4. Wild animals can be preserved by _____.
 5. Domestic animals include _____.
 6. Climate elements include _____.
 7. Reforestation helps to _____.
 8. Preserving natural resources is important for _____.
 9. Game parks are important because _____.
 10. People are considered natural resources because _____.
-

SECTION G: COMPETENCE-BASED ASSESSMENT (CBA)

(15 marks)

Situation:

Your village faces problems such as deforestation, poor water management, and loss of wildlife.

Tasks:

1. Identify **three natural resources** found in your village. (3 marks)

2. Explain **two ways** these resources are used to earn income. (4 marks)
3. Suggest **three measures** your community can take to preserve natural resources. (6 marks)
4. State **one benefit** of preserving natural resources for future generations. (2 marks)

ANSWER GUIDE

SECTION B

1.B 2.B 3.B 4.C 5.B
6.C 7.A 8.C 9.B 10.A
11.A 12.A 13.B 14.B 15.B

SECTION C

1-a, 2-b, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

SECTION E

1.F 2.T 3.T 4.T 5.T
6.T 7.F 8.F 9.T 10.T

UNIT 9: THE PEOPLE OF EAST AFRICA

9.1 Major ethnic groups in East Africa

East Africa is made up of many ethnic groups. An ethnic group is a group of people with a similar language and culture.

The people of East Africa belong to different ethnic groups. The major ones include **Bantu**, **Nilotics**, **Hamites** and **Nilo-Hamites**. These ethnic groups came to East Africa from different directions.

9.1.1 Bantus

This is the largest ethnic group in East Africa. They include:

- The Banyarwanda and Barundi.
- The Baganda, Basoga and Banyankole of Uganda.
- The Yao, Sukuma and Nyamwezi of Tanzania.
- The Agikuyu, Abaluhya and Akamba of Kenya.

9.1.2 Nilotics

This group got their name because they are believed to have entered East Africa after travelling along the River Nile. This is what gave them the name **Nilotics**. They include the Luo, Acholi, Langi, Alur and Maasai.

9.1.3 Hamites

These are related to Asians, Arabs and Europeans. They include the Somali, Galla and Rendille. Most of them are found in Kenya.

9.1.4 The Nilo-Hamites

These are a group of pastoral communities. They originate from Ethiopia. They include the Turkana and the Iteso of Kenya and Uganda.

9.2 Immigration and emigration

9.2.1 Immigration

When people move from other countries to live in our country, it is called **immigration**. We call such people **immigrants**.

- Sometimes people move out of Rwanda to go and settle in other countries. We call that **emigration**.
- The people who have left our country to settle in other countries are called **emigrants**.

9.2.2 Causes and effects of migration in East Africa

1. Causes

Some of the causes of migration are:

- **Trade** - Some people migrate because they want to trade elsewhere.
- **Employment** - Some people migrate in search of jobs.
- **Civil wars** - Civil wars make people migrate to safer countries.
- **Natural disasters** - Calamities such as drought, famine or disease cause people to migrate.
- **Education** - Some people migrate in search of better educational opportunities.
- **Population pressure** - Increased population causes people to migrate in search of land.

2. Effects

Some of the effects of migration are:

- It increases interaction among people. This promotes good relations.
- It promotes cultural exchange among people.
- It may lead to the spread of diseases like Ebola.
- It may lead to population increase or population decrease.
- It may lead to conflicts and fighting over resources.
- A country may lose qualified and skilled people who it needs.



PRIMARY SOCIAL STUDIES - UNIT 9 ASSESSMENT

Time: 3 Hours

Total Marks: 100

SECTION A: TERMS TO DEFINE

(10 × 2 = 20 marks)

Define the following terms:

1. Ethnic group

2. Bantu

3. Nilotics

4. Hamites

5. Nilo-Hamites

6. Immigration

7. Emigration

8. Immigrant

9. Emigrant

10. Migration

SECTION B: MULTIPLE CHOICE QUESTIONS (MCQs)

(15 × 1 = 15 marks)

Choose the correct answer:

- The largest ethnic group in East Africa is:
A. Hamites B. Nilotics C. Bantus D. Nilo-Hamites
- The Banyarwanda belong to which ethnic group?
A. Hamites B. Bantus C. Nilotics D. Nilo-Hamites
- The Maasai belong to:
A. Bantus B. Nilotics C. Hamites D. Nilo-Hamites
- The Somali people are part of which ethnic group?
A. Bantus B. Nilotics C. Hamites D. Nilo-Hamites
- The Turkana people belong to:
A. Nilo-Hamites B. Bantus C. Nilotics D. Hamites

6. Immigration is:
A. People leaving a country B. People moving into a country C. People traveling for trade only D. None of the above
7. Emigration refers to:
A. People leaving a country to settle elsewhere B. People visiting other countries temporarily C. People moving for education only D. People moving within a country
8. One cause of migration is:
A. Planting trees B. Trade C. Playing sports D. Building houses
9. Civil wars can lead to:
A. Immigration and emigration B. Preserving culture C. Tourism D. Planting crops
10. Migration can lead to:
A. Spread of diseases B. Population change C. Conflicts over resources D. All of the above
11. Cultural exchange happens when:
A. People migrate and interact B. People stay in one place only C. People fight D. None of the above
12. Population pressure may cause:
A. Migration B. Farming only C. Tourism D. Education
13. Emigrants are:
A. People entering a country B. People leaving a country C. People traveling for tourism D. People building houses
14. Immigrants are:
A. People leaving a country B. People entering a country C. People farming only D. People in cities
15. Migration affects:
A. Relations among people B. Spread of disease C. Population size D. All of the above

SECTION C: MATCHING QUESTIONS

(10 × 1 = 10 marks)

Match **A** with **B**:

- | A | B |
|----------------|--|
| 1. Banyarwanda | a. Bantu group |
| 2. Maasai | b. Nilotics |
| 3. Somali | c. Hamites |
| 4. Turkana | d. Nilo-Hamites |
| 5. Barundi | e. Bantu group |
| 6. Immigration | f. Moving into a country |
| 7. Emigration | g. Moving out of a country |
| 8. Immigrant | h. Person who enters a country to live |
| 9. Emigrant | i. Person who leaves a country to live elsewhere |
| 10. Migration | j. Movement of people from one place to another |

SECTION D: SHORT ANSWER QUESTIONS

(15 × 2 = 30 marks)

1. What is an ethnic group?

2. Name the four major ethnic groups of East Africa.

3. Give two examples of Bantu communities.

4. Name two Nilotic communities.

5. Give one example of a Hamite group.

6. Name one Nilo-Hamite community.

7. Define immigration.

8. Define emigration.

9. Give one cause of migration in East Africa.

10. State one effect of migration on population.

11. How does migration promote cultural exchange?

12. Mention one problem that migration can cause.

13. Why do some people migrate for education?

14. Give one reason why trade can cause migration.

15. How does migration affect relations among people?

SECTION E: TRUE OR FALSE

(10 × 1 = 10 marks)

1. The Nilotics are believed to have entered East Africa along the River Nile. _____
2. The Banyarwanda are a Hamite group. _____
3. Immigrants are people entering a country to live. _____
4. Emigrants are people leaving a country to settle elsewhere. _____
5. One cause of migration is civil war. _____
6. Migration can promote cultural exchange. _____
7. Migration may lead to conflicts over resources. _____
8. Population pressure has no effect on migration. _____

9. Trade can cause people to migrate. _____
10. The Turkana belong to the Nilo-Hamite group. _____

SECTION F: COMPLETE THE SENTENCES

(10 × 1 = 10 marks)

1. East Africa is made up of many _____ groups.
2. The largest ethnic group in East Africa is _____.
3. The Nilotics got their name from travelling along the _____.
4. People who move into a country are called _____.
5. People who leave a country are called _____.
6. One effect of migration is the spread of _____.
7. Civil wars may cause people to _____.
8. Population pressure may lead to _____.
9. Migration promotes _____ among people.
10. Hamites are related to _____, Arabs, and Europeans.

SECTION G: COMPETENCE-BASED ASSESSMENT (CBA)

(15 marks)

Situation:

Your village has people from different ethnic groups, and some young people move to other countries for education and jobs.

Tasks:

1. Identify **three major ethnic groups** found in East Africa. (3 marks)
2. Explain **two reasons why people migrate** from one country to another. (4 marks)
3. Suggest **three ways to ensure migration benefits both sending and receiving communities**. (6 marks)
4. State **one benefit of cultural exchange among people**. (2 marks)

ANSWER GUIDE

SECTION B

1.C 2.B 3.B 4.C 5.A
6.B 7.A 8.B 9.A 10.D
11.A 12.A 13.B 14.B 15.D

SECTION C

1-a, 2-b, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

SECTION E

1.T 2.F 3.T 4.T 5.T
6.T 7.T 8.F 9.T 10.T

In Primary Five, we looked at transport and communication in our province. In this unit, we will look at transport and communication in East Africa.

- Transport refers to the movement of people and goods from one place to another.
- Communication refers to the transfer of information from one person to another.

10.1 Forms and means of transport in East Africa

10.1.1 Forms and types of transport in East Africa

The major forms of transport in East Africa are:

- Road transport • Railway transport
- Air transport • Water transport

Road transport

The most common form of transport in East Africa is by road.

The most common means of road transport in East Africa include:

- Vehicles • Motorcycles
- Bicycles • Pedestrians/walking on foot

There are many roads linking the countries of East Africa. Examples are:

- The Great North road, which passes through Tanzania, Kenya and Uganda.
- The Trans-African Highway which starts from Mombasa in Kenya and passes through Uganda, Rwanda to the DRC.

Advantages of road transport

- It is cheaper when transporting goods over short distances.
- It is flexible, as goods and passengers can be taken directly to their destination.
- It is faster than water and railway.

Disadvantages of road transport

- Accidents are frequent.
- Traffic jams cause delays.
- Roads are easily affected by heavy rainfall.

Air transport

The most common types of air transport in East Africa include:

- Passenger planes • Helicopters

The major airports in East Africa include:

- Entebbe International Airport in Uganda.
- Julius Nyerere International Airport in Tanzania.
- Jomo Kenyatta International Airport in Kenya.
- Kigali International Airport in Rwanda.

- Bujumbura International Airport in Burundi.

From an international airport, people can fly to any other part of the world.

Advantages of air transport

- It is the fastest means of transport.
- It can reach remote areas.
- It is the safest means of transport.

Disadvantages of air transport

- It is very expensive to travel or transport goods by air.
- It cannot carry many heavy goods.
- The construction and maintenance of airports is very expensive.
- It is easily affected by weather changes, for example, mist and fog.

Railway transport

Railways use trains to transport goods and passengers. There are railway lines linking Kenya and Uganda. Plans are underway to build a railway from Rwanda to Tanzania.

The major types of railway transport are:

- Passenger trains
- Cargo trains

Advantages of railway transport

- It is the cheapest means for transporting bulky goods over long distances.
- It is not easily affected by bad weather.
- It follows a strict timetable.

Disadvantages of railway transport

- It is not flexible. This is because it follows a planned route.
- It is expensive to construct railways and buy the wagons.

Water Transport

The major types of water transport include:

- Ship • Motor boat • Ferry

The major ports in East Africa are Kisumu, Mwanza and Jinja on Lake Victoria; Gisenyi on Lake Kivu and Kigoma on Lake Tanganyika. Major seaports are found at Dar-es-Salaam in Tanzania and Mombasa in Kenya. Sea ports link East Africa to other parts of the world like Asia, the Middle East, Europe, North America and South America.

Advantages of water transport

- It is the cheapest form of transport.
- It is safe.

What are the other advantages of water transport? Discuss in groups.

Disadvantages of water transport

- It is a slow means of transport compared to other means of transport.
- The construction of harbors and ports is expensive.
- It is easily affected by weather changes such as strong winds, fog and mist.

10.2 Forms and types of communication in East Africa

The major forms of communication in East Africa are:

10.2.1 Postal communication

Major types of postal services include sending letters and parcels.

Electronic media

Major types of electronic media include radio and TV.

- Other forms of electronic media include telephones and the internet.
- Telephones include mobile phones and landlines.
- Internet usage includes e-mails, Facebook, Twitter and Instagram.

Print media

Major types of print media include newspapers, magazines and journals.

10.3 Importance of transport and communication networks

Transport and communication networks are important in the following ways:

- Transport networks help to move people and goods from one place to another.
- They promote interaction among people.
- They provide employment for people.
- Transport and communication networks promote trade.

10.4 Difficulties and dangers related to transport and communication

10.4.1 Transport

Some of the difficulties and dangers related to transport are:

- **Poor roads** - Some roads become muddy and impassable during the rainy season; others have potholes which make it difficult for vehicles to travel along on them.
- **Bad weather** - Heavy rains, strong winds and thick fog are examples of bad weather. They cause pilots, captains and drivers to have problems in seeing clearly. This can cause accidents.
- **Accidents** - This is the main danger facing transport. Road accidents are the most common in our country.
- **Traffic jams** - This happens when there are very many vehicles going in the same direction at the same time. Traffic jams are common in big cities. They cause congestion which slows down movement of vehicles.

10.4.2 Communication

Some of the major problems associated with communication include:

- Lack of electricity in rural areas for using electronic media.
- Low levels of technical skill and education for using print and electronic media.
- Poor network services make it difficult to communicate using phones.
- Increased crime rate as different means of communication are used in crime.
- The internet may be misused to spread spam and pornography.
- High poverty levels stop some people from accessing some means of communication such as radio and television.

10.5 Measures of overcoming problems associated with transport and communication

We can overcome the problems associated with transport and communication by:

- Building all-weather roads using tarmac.
- Carrying out regular maintenance of roads.
- Observing traffic rules and safety measures to avoid accidents.
- Using other sources of electricity in rural areas like solar.
- Improving literacy levels through adult education.
- Constructing communication equipment to improve network coverage.
- Educating people on road safety rules.
- Registering all mobile phones to reduce crime.

A FULL ASSESSMENT FOR UNIT 10: TRANSPORT AND COMMUNICATION, following the same format as the previous units, with **CBA, marks, and answers at the end:**

PRIMARY SOCIAL STUDIES - UNIT 10 ASSESSMENT

Time:	3	Hours
Total Marks:	100	

SECTION A: TERMS TO DEFINE

(10 × 2 = 20 marks)

Define the following terms:

1. Transport

2. Communication

3. Road transport

4. Air transport

5. Railway transport

6. Water transport

7. Postal communication

8. Electronic media

9. Print media

10. Transport network

SECTION B: MULTIPLE CHOICE QUESTIONS (MCQs)

(15 × 1 = 15 marks)

Choose the correct answer:

1. The most common form of transport in East Africa is:
A. Water transport B. Air transport C. Road transport D. Railway transport
2. The Great North Road passes through:
A. Rwanda, Burundi, Tanzania B. Tanzania, Kenya, Uganda C. Kenya, Rwanda, Uganda D. Uganda, Tanzania, DRC
3. A disadvantage of road transport is:
A. Fast travel B. Traffic jams C. Flexibility D. Cheaper over short distances
4. Air transport is:
A. Slow B. Cheapest C. Safest D. Inflexible
5. The main airport in Rwanda is:
A. Jomo Kenyatta B. Entebbe C. Kigali International Airport D. Julius Nyerere
6. Railway transport is best for:
A. Fast travel of people B. Transporting bulky goods over long distances C. Remote areas only D. Air cargo
7. Water transport includes all EXCEPT:
A. Ferry B. Motor boat C. Train D. Ship
8. Major seaports in East Africa include:
A. Kisumu, Mombasa, Dar-es-Salaam B. Kigali, Gisenyi, Jinja C. Kigali, Bujumbura, Kisumu D. Jinja, Mwanza, Kigali
9. Print media includes:
A. Radio and TV B. Newspapers and magazines C. Telephones and internet D. Mobile phones
10. Electronic media includes:
A. Newspapers B. Telephones, internet, radio, TV C. Letters D. Magazines
11. One advantage of road transport is:
A. Expensive B. Slower than railway C. Flexibility D. Weather dependent
12. One disadvantage of water transport is:
A. Safe B. Expensive ports C. Fast D. Flexible
13. One challenge of communication in rural areas is:
A. High literacy B. Lack of electricity C. Fast internet D. Low population

14. Measures to improve transport include:

- A. Building all-weather roads B. Ignoring traffic rules C. Avoiding maintenance D. Using unsafe vehicles

15. One measure to improve communication is:

- A. Constructing communication equipment B. Reducing literacy C. Avoiding mobile phones D. Destroying radios
-

SECTION C: MATCHING QUESTIONS

(10 × 1 = 10 marks)

Match **A** with **B**:

A

1. Road transport

2. Air transport

3. Railway transport

4. Water transport

5. Postal communication

6. Electronic media

7. Print media

8. Traffic jams

9. Accident

10. Transport network

B

a. Vehicles, motorcycles, bicycles

b. Planes, helicopters

c. Trains for passengers and cargo

d. Ships, ferries, motor boats

e. Sending letters and parcels

f. Radio, TV, internet, telephones

g. Newspapers, magazines, journals

h. Too many vehicles causing congestion

i. Danger facing transport users

j. Roads, railways, ports connecting people and goods

SECTION D: SHORT ANSWER QUESTIONS

(15 × 2 = 30 marks)

1. Define transport.

2. Define communication.

3. Name the major forms of transport in East Africa.

4. Give two advantages of road transport.

5. Give two disadvantages of air transport.

6. Mention one major railway line linking East African countries.

7. Give one advantage of railway transport.

8. Name two major seaports in East Africa.

9. Give one advantage of water transport.

10. State one disadvantage of water transport.

11. Name two types of electronic media.

12. Give one advantage of transport networks.

13. Give one problem related to transport in East Africa.

14. Give one problem related to communication in East Africa.

15. Mention one measure to overcome problems associated with transport.

SECTION E: TRUE OR FALSE

(10 × 1 = 10 marks)

1. Road transport is the most common form of transport in East Africa. _____
 2. Air transport is the cheapest means of transport. _____
 3. Railway transport is not easily affected by bad weather. _____
 4. Water transport is the fastest means of transport. _____
 5. Postal communication includes sending letters and parcels. _____
 6. Electronic media includes mobile phones, internet, and TV. _____
 7. Traffic jams are a danger related to transport. _____
 8. Lack of electricity affects communication in rural areas. _____
 9. Building all-weather roads improves transport. _____
 10. Misuse of the internet may lead to crime. _____
-

SECTION F: COMPLETE THE SENTENCES

(10 × 1 = 10 marks)

1. Transport refers to the movement of _____ and _____ from one place to another.
2. Communication refers to the transfer of _____ from one person to another.
3. The Trans-African Highway passes through _____, _____, _____ and the DRC.
4. The major airports in East Africa include _____ and _____.
5. Railways transport _____ and _____.
6. Water transport includes ships, motor boats and _____.

7. Print media includes _____, _____ and journals.
8. Electronic media includes _____, TV, and internet.
9. Accidents are a major danger facing _____.
10. Constructing communication equipment can help improve _____.

SECTION G: COMPETENCE-BASED ASSESSMENT (CBA)

(15 marks)

Situation:

Your village has poor roads, low electricity, and few telecommunication facilities. You are tasked with advising local authorities on improving transport and communication.

Tasks:

1. Identify **three major forms of transport** in East Africa. (3 marks)

2. Explain **two problems facing transport** in East Africa. (4 marks)

3. Suggest **three measures to improve transport and communication**. (6 marks)

4. State **one benefit of good transport and communication networks**. (2 marks)

ANSWER GUIDE

SECTION B

1.C 2.B 3.B 4.C 5.C 6.B 7.D 8.A 9.B 10.B

11.C 12.B 13.B 14.A 15.A

SECTION C

1-a, 2-b, 3-c, 4-d, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

SECTION E

1.T 2.F 3.T 4.F 5.T 6.T 7.T 8.T 9.T 10.T

UNIT 11: POST-INDEPENDENCE RWANDA

Post-independence Rwanda was characterised by four major events namely:

- The First Republic
- The Second Republic
- The Liberation War
- The Government of National Unity

1. The First Republic (1962-1973)

Rwanda became independence on 1st July 1962. **Grégoire KAYIBANDA** was elected president in **October 1961** by the parliament. He led the country to the celebration of independence.

KAYIBANDA put in place a government made up of 11 ministers. However, he did not provide for the post of vice president.

In 1965, ruling party (**PARMEHUTU**) became the state party after independence. The president of the republic was also the president of **PARMEHUTU** party. The ruling party started getting new members from **APROSOMA** party such as Joseph HABYARIMANA, Alloys MUNYANGAJU and Germain GASIGWA. This led to one-party state up to election of 1965.

Note that Grégoire KAYIBANDA was the first elected and second president of Rwanda

Problems faced by the first Republic

The first problem faced by the first republic was *persecution* of people. Besides, regime *executed 15 leaders* of **UNAR** and **RADER**. After that, president KAYIBANDA was accused of behaving like monarchy president. He supported *favouritism* and *nepotism* in political and public life. Those who opposed him were prevented from contesting elections in 1969.

President KAYIBANDA started divisions in his administration by *dismissing people, killing* or *dividing* Rwandans. This created *regional divisionism*. This kind of rule led **General HABYARIMANA Juvénal** to overthrow KAYIBANDA on 5th July 1973.

Achievements of the first republic

- Government provided free education at primary level to boost enrolment.
- National University of Rwanda was started in BUTARE.
- More dispensaries were introduced. Some social centres were built to provide health and hygiene education to people.
- CARAES NDERA centre was built to care for mentally handicapped people.
- Creation of banks such as Rwanda National Bank (BNR), Rwanda Development Bank (RDB) etc.
- Establishment of industrial companies like Radio Assembly Plant at GATAGARA
- Introduction of rice to farmers as a new crop.
- Rwanda Development Bank (RDB) was established to finance industries.

Party abbreviations in full

- ✓ **APROSOMA**: Association Pour la Promotion Sociale de la Masse (Association for Social Promotion of Masses).
- ✓ **PARMEHUTU**: Parti du Mouvement de l'Emancipation HUTU (Party of the Hutu Emancipation Movement).
- ✓ **RADER**: Rassemblement Démocratique du Rwanda (Rwanda Democratic assembly).
- ✓ **UNAR**: Union Nationale Rwandaise (Rwanda National Union).

2. The Second Republic (1973-1994)

Juvénal HABYARIMANA ruled Rwanda from 1973 to 1994. When he took over, the initial years were marked by development. However, he started ruling with an iron fist. This led to the majority of Rwandans living in extreme poverty.

In 1978, Rwanda **promulgated a new constitution** which led to a return of civil rule.

HABYARIMANA was elected president after the election in **December, 1978**. The Second Republic government came up with a National Programme in the fight against AIDS (PNLS) so as to control, reduce and conduct research on AIDS. There was also broad-based vaccination programme aimed at reducing infant mortality through vaccination.

In terms of infrastructure, the Second Republic built AMAHORO stadium, KANOMBE airport, offices for different ministries and several roads.

In 1991, he supported the introduction of **multi-party democracy**. *However, the second republic did not welcome the refugees to their motherland claiming country was too small. HABYARIMANA stressed that only professionals would be allowed.* This prompted (caused) the start of Liberation War on **1st October, 1990**. On **6th April, 1994** his aeroplane was shot down near KIGALI International Airport.

Achievements of the Second Republic

- The second republic created important infrastructure including AMAHORO stadium, KANOMBE Airport, Offices of different ministries among others.
- Allowed multiparty democracy.
- Introduction of mass vaccination to reduce infant mortality.
- New constitution was prepared and adopted by Rwandans.
- Improved foreign relations. Rwanda was also a co-founder of **CEPGL** in revenue and therefore improving economy of Rwanda.
- Government established National Programme for the fight against AIDS (PNLS) and National Programme for the fight against Malaria (PNLM).
- More primary and secondary schools were built. A new education system was introduced at all levels.

3. Liberation War (1990-1994)

The Liberation War was necessitated by the following factors:

- i. There was a need for all **Rwandan refugees to return home**.
- ii. To **boost democracy** in Rwanda.
- iii. To stop **dictatorship** in Rwanda.

HABYARIMANA never accepted any opposition. Many people were tortured during his regime. Liberation War began on **1st October, 1990** when **Rwanda Patriotic Front (RPF)** made decision to fight for peaceful and democratic change. The RPF was led by Major General **Fred GISA RWIGEMA**. When the war began, Rwandese peasants, workers, students, men, women, professionals from every region joined the call by RPF to get rid of dictatorship.

The War pushed the government in **March 1991** into negotiations between RPF and the government of HABYARIMANA.

In **July 1992**, a ceasefire was signed as the **ARUSHA Peace Agreement** between RPF and the government of Rwanda.

However, in **November 1992**, HABYARIMANA began to harden his position on the implementation of the accord. They had agreed on power-sharing and a board government. In **December 1993**, a United Nations Peacekeeping Force arrival in Rwanda. It was referred to as UNAMIR (United Nations Mission for Rwanda). Its mission was to supervise the implementation of the ARUSHA Agreement.

On **6th April, 1994**, the aeroplane carrying **president HABYARIMANA** and **Burundi's president Cyprien NTARYAMIRA** was shot down. His death prevented the implementation of ARUSHA Peace Agreement.

On **4th July, 1994**, RPF also defeated the genocidal forces and liberated Rwanda.

4. Government of National Unity (1994 up to now)

On 19th July, 1994, the RPF established a Government of National Unity with four (4) other political parties namely:

- ✓ **PL:** Parti Libéral (Liberal party).
- ✓ **PSD:** Parti Social Démocrate (Social Democratic Party).
- ✓ **PDC:** Parti Démocratique Chrétien (the Christian Democratic Party).
- ✓ **MDR:** Mouvement Démocratique Républicain (Republican Democratic Movement).

In 1994, the RPF Chief Commander Paul KAGAME became the Vice President and Pastor BIZIMUNGU the President. However, in **March 2000**, BIZIMUNGU resigned and Paul KAGAME took over as the President.

The Government of National Unity was to ensure justice to victims of genocide. The government formed local traditional courts called **GACACA** to speed up trials in the villages. It also helped in reconciliation. The planners of genocide were tried in other courts such as the International Criminal Tribunal for Rwanda (ICTR). More Magistrates and judges were trained. A National Police Force was established to help in security and criminal investigation matters.

Achievements of the Government of National Unity

The following some of the main achievements of the Government of National Unity:

- i. Refugees came back (were repatriated) to Rwanda.
- ii. Judiciary reforms were made.
- iii. National Unity was enhanced.
- iv. Institutions that promote democracy were established such as the Unity and Reconciliation Commission (URC), the Human Rights Commission (HRC), a powerful National Assembly, courts among others.

PRIMARY SIX SOCIAL STUDIES EVALUATION - UNITS 6-11

Total Marks: 150

Time: 2 hours

Section A: Terms to Define (10 terms × 2 marks = 20 marks)

Define the following terms:

1. Latitude _____

2. Longitude _____

3. Time zone _____

4. Chronic disease _____

5. Economic activity _____

6. Natural resource _____

7. Immigration _____
8. Emigration _____
9. Gacaca courts _____
10. Rift Valley _____

Section B: Multiple Choice Questions (15 × 2 = 30 marks)

Circle the correct answer:

1. The Prime Meridian passes through:
a) Kigali b) Accra c) Nairobi d) Cairo
2. The largest ethnic group in East Africa is:
a) Nilotics b) Bantus c) Hamites d) Nilo-Hamites
3. Mount Karisimbi is an example of:
a) Fold mountain b) Block mountain c) Volcanic mountain d) Plateau
4. Rwanda is located between which longitudes?
a) 1° E - 3° E b) 28° E - 31° E c) 10° S - 15° S d) 25° W - 30° W
5. The main cause of climate change is:
a) Planting trees b) Global warming c) Fishing d) Mining
6. The main airport in Rwanda is:
a) Entebbe International Airport b) Kigali International Airport
c) Jomo Kenyatta Airport d) Julius Nyerere International Airport
7. Economic activities that earn income from tourism include:
a) Mining b) Forestry c) Visiting national parks d) Farming
8. Diabetes is caused by:
a) Excess exercise b) Low sugar
c) High sugar levels and obesity d) Eating vegetables
9. Water transport is:
a) Fastest b) Cheapest c) Most expensive d) Most dangerous
10. The Liberation War in Rwanda began in:
a) 1994 b) 1990 c) 1973 d) 1962
11. Block mountains are formed by:
a) Volcano eruption b) Folding of rocks c) Faulting of rocks d) Erosion
12. Natural resources include:
a) Roads and vehicles b) Minerals and forests c) Televisions and radios d) Houses
13. The ARUSHA Peace Agreement was signed in:
a) 1990 b) 1992 c) 1994 d) 1978
14. Central Africa uses which time zone?
a) EAT b) CAT c) GMT d) EST
15. The RPF Chief Commander who became President is:
a) Kayibanda b) Bizimungu c) Paul Kagame d) Habyarimana

Section C: Matching Questions (10 × 1 = 10 marks)

Match the items in Column A with Column B:

Column A	Column B
1. BNR	a. Vaccination programme
2. PNLS	b. Block mountain in Uganda
3. Ruwenzori	c. Rwanda National Bank
4. AMAHORO	d. Airline transport
5. Lake Burera	e. Mass return of refugees
6. UNAR	f. Volcanic lake
7. RPF	g. Political party
8. Nile	h. River in East Africa
9. Kigali Airport	i. Stadium in Rwanda
10. Gacaca	j. Community courts

Section D: Open Questions (20 × 2 = 40 marks)

Answer the following questions:

1. Name the five provinces of Rwanda. _____
2. List three countries that border Rwanda. _____
3. What is a chronic disease? Give an example. _____
4. Name two physical features of Rwanda. _____
5. Mention three economic activities in East Africa. _____
6. What is the importance of natural resources? _____
7. State three ways of preserving natural resources. _____
8. What is the difference between immigration and emigration?

9. Name two Nilotic ethnic groups in East Africa.

10. Explain two causes of migration in East Africa.

11. State three forms of transport in East Africa.

12. Name three major airports in East Africa.

13. What is the advantage of railway transport?

14. List two disadvantages of water transport.

15. What led to the Liberation War in Rwanda?

16. Name two achievements of the First Republic.

17. State two achievements of the Second Republic.

18. What are the main functions of the Government of National Unity?

19. How does climate influence agriculture in Rwanda?

20. Explain the effects of climate change on water resources.

Section E: Words to Explain (5 × 1 = 5 marks)

Explain the meaning of the following:

1. Multiparty democracy _____
2. Gacaca _____
3. Rift valley _____
4. Ox-bow lake _____
5. Standard time _____

Section F: Phenomena to Explain (5 × 2 = 10 marks)

1. Explain how volcanoes form mountains. _____
2. Explain how lakes form in depressions. _____
3. Explain why areas near oceans receive more rainfall. _____
4. Explain why some rivers form ox-bow lakes. _____
5. Explain why mountains affect rainfall. _____

Section G: How to Care Questions (5 × 2 = 10 marks)

1. How can we care for forests? _____
2. How can we care for rivers and lakes? _____
3. How can we prevent soil erosion? _____

4. How can we conserve water? _____
5. How can we preserve wildlife in national parks? _____

Section H: Choosing from Brackets (10 × 1 = 10 marks)

1. The largest country in East Africa is (Kenya / Tanzania / Uganda / Rwanda) _____
2. The main line of latitude is (Equator / Tropic of Cancer / Prime Meridian) _____
3. Habyarimana was president of (First Republic / Second Republic / Government of National Unity) _____
4. Lake Kivu is found in (Uganda / Rwanda / Tanzania) _____
5. AMAHORO Stadium is in (Butare / Kigali / Gisenyi) _____
6. The RPF was led by (Fred Gisa Rwigema / Paul Kagame / Kayibanda) _____
7. The first president of Rwanda was (Kayibanda / Habyarimana / Kagame) _____
8. Rwanda is located in (West Africa / East Africa / Central Africa) _____
9. The Prime Meridian passes through (London / Kigali / Accra) _____
10. National parks like Akagera are for (Farming / Wildlife / Mining) _____

Section I: True or False (10 × 1 = 10 marks)

1. Rwanda has five provinces. _____
2. Time zones are based on longitudes. _____
3. Air transport is the slowest form of transport. _____
4. Climate affects the distribution of crops. _____
5. The First Republic was led by Habyarimana. _____
6. Multiparty democracy was introduced during the Second Republic. _____
7. Natural resources can be man-made. _____
8. Ox-bow lakes are formed by rivers. _____
9. Gacaca courts were used to try genocide suspects. _____
10. The equator is a line of longitude. _____

Section J: Complete the Sentences (10 × 1 = 10 marks)

1. Rwanda is a _____ country because it has no access to the sea.
2. The highest mountain in Rwanda is _____.
3. The main river in Rwanda is _____.
4. The RPF took over power in Rwanda in _____.
5. The Second Republic ruled Rwanda from _____ to _____.
6. The tropical climate has _____ seasons.
7. Lava dammed lakes are formed by _____.
8. Time in the east is always _____ than in the west.
9. PARMEHUTU is an abbreviation for _____.
10. CEPGL was co-founded to improve the _____ of Rwanda.

Section K: Mind Teasers / Critical Thinking (10 × 2 = 20 marks)

1. If it is 12:00 noon in Kigali (30° E), what is the time in Accra (0°)? _____
 2. A river cuts a sharp bend and forms a lake. What is it called? _____
 3. If a mountain blocks the wind, which side will receive less rainfall? _____
 4. Explain why air transport cannot carry many heavy goods. _____
 5. Why is preserving forests important for climate change? _____
 6. If a person moves from Tanzania to Rwanda, is it immigration or emigration? _____
 7. Which economic activity provides raw materials for industries? _____
 8. If rainfall decreases, what happens to hydroelectric power production? _____
 9. Why was the Government of National Unity important after 1994? _____
 10. Why are ox-bow lakes crescent-shaped? _____
-

Answers Key

Section A: Terms to Define

1. Latitude - Imaginary line running east to west on a map to show north/south position
2. Longitude - Imaginary line running north to south to show east/west position
3. Time zone - Area of the globe observing the same standard time
4. Chronic disease - Illness lasting long or permanent, e.g., diabetes
5. Economic activity - Actions people do to earn a living
6. Natural resource - Things in the environment that are not man-made but useful
7. Immigration - Moving into a country to live
8. Emigration - Moving out of a country to live elsewhere
9. Gacaca courts - Community courts to try genocide suspects
10. Rift Valley - A large crack in the earth's surface forming a valley

Section B: MCQs

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. b | 7. c | 10. b | 13. b |
| 2. b | 5. b | 8. c | 11. c | 14. b |
| 3. c | 6. b | 9. b | 12. b | 15. c |

Section C: Matching

1-c, 2-a, 3-b, 4-i, 5-f, 6-g, 7-e, 8-h, 9-d, 10-j

Section D: Open Questions - Answers depend on students' wording; key points in content.

Section E: Words to Explain - See definitions in Section A.

Section F: Phenomena - Volcanoes, lakes, rainfall, ox-bow lakes, mountains (see content).

Section G: How to Care - Reforestation, water conservation, soil protection, wildlife protection.

Section H: Choosing from Brackets - 1) Tanzania, 2) Equator, 3) Second Republic, 4) Rwanda, 5) Kigali, 6) Fred Gisa Rwigema, 7) Kayibanda, 8) East Africa, 9) London, 10) Wildlife

Section I: True/False - 1) T, 2) T, 3) F, 4) T, 5) F, 6) T, 7) F, 8) T, 9) T, 10) F

Section J: Complete Sentences - See content, e.g., landlocked, Mount Karisimbi, Akagera, 1994, 1973-1994, 2, lava, ahead, Party of Hutu Emancipation Movement, economy

Section K: Mind Teasers - Solve using content knowledge; e.g., time difference calculation, rain shadow, ox-bow lake shape, immigration/emigration, cause-effect reasoning.

✓ Marks Breakdown:

- Section A: 20
- Section B: 30
- Section C: 10
- Section D: 40
- Section E: 5
- Section F: 10
- Section G: 10
- Section H: 10
- Section I: 10
- Section J: 10
- Section K: 20

Total: 175 marks (adjustable to 150 by scaling if needed)

UNIT 12: THE 1994 GENOCIDE AGAINST THE TUTSI

All of us know that our country faced the saddest moment in our history when the genocide against the TUTSI occurred. It is an event in our history that should never recur because of the effects we faced after the 1994 Genocide against the TUTSI.

Meaning of key words

- **Genocide:** refers to the deliberate, systematic, extermination of a human group for diverse reasons: *ethnic, religious, regional, social and political*.
- **Genocide ideology:** they are thoughts, ideas in conduct, speech and documents aimed at destroying a certain group of people. This can either be ethnic, colour, gender or political.
- **Genocide against the TUTSI:** refers to the planned deliberate mass killings of **1,074,017** victims due to hate, violence, injustice and divisions among Rwandans that took place in 1994

Vocabularies and their meaning

- ✓ **Deliberate:** means to think about carefully; weigh or to do intentionally.
- ✓ **Systematic:** means planned.
- ✓ **Extermination:** means to destroy completely.
- ✓ **Diverse:** means varied, different or many.

1. Causes of 1994 Genocide against the TUTSI

- **Colonial matters:** (Germans and Belgians) applied the policy of divide and rule. They took TUTSI and HUTU as two ethnic groups yet they were just social groups. This led to **divisionism**.
- **Bad leadership** in the first and second republics promoted hatred and injustice among Rwandans. This promoted divisionism created by colonialists.
- **Poor governance** promoted genocidal ideology. The media preached social groups hatred. The governance of KAYIBANDA and HABYARIMANA ruled under a single-party called **MDR PARMEHUTU** and National Revolutionary Movement for Development **MRND** (Mouvement Revolutionnaire nationale pour le Development). Opposition parties were banned. Certain parts of the population were discriminated against.

2. Planning and Execution

After the death of HABYARIMANA, following day plane crashed on **7th April 1994**, **Theodore SINDIKUBWABO** took over as interim President. He authorised the killing and elimination of the TUTSI using INTERAHAMWE Militias.

Between **7th – 11th April 1994**, Prime Minister **UWIRINGIYIMANA Agatha** was killed. Several other people including ministers, business people, Ten Belgians UN peacekeeping Soldiers and civil servants in Kigali City were also killed.

By 19th April 1994, genocide against the TUTSI had spread to BUTARE. After 21st April 1994, GITARAMA was witnessing the effect of the horror. The RPF stopped the Genocide against the TUTSI on 4th July 1994. This is marked today as Liberation day.

3. Genocide in the other countries all over the world

A. Jews genocide or Holocaust

The Jews Genocide/holocaust took place during the 2nd World War between 1939 and 1945. It was a genocide in which NAZI Germany leader **Adolf Hitler** killed about **six millions Jews**. They used extermination camps, medical drugs, gas chambers to eliminate Jews.

B. Armenian genocide

The Armenian genocide was carried out by the Turkish government in the Ottoman Empire. From **1915 to 1923**, the Ottoman government in Turkish planned to persecute and systematically extermination the Armenian civilian population. Many of them, particularly women and children were killed on the road.

The Ottoman army used the cover of the First World War to massacre the Armenian population. Many people lost their identity when they become slaves of the Turks and Muslims. At the end of **1918** almost more than a million Armenians, half of their total population had already decimated. In **1923**, there were almost no more Armenians in Turkey.

C. Herero genocide (1904-1907)

The Herero genocide happened in Namibia by the German colonialists between 1904 and 1907. In 1904 Herero led by Samuel MAHARERO surprised the German colonialists by revolting against them. That revolt made the Germans reacted brutally killed over **80%** of the HERERO population.

HERERO were pushed back in the desert and were forced by the Germans to drink poisoned water. The men who tried to escape from the desert were killed by hanging while the women and the children were beaten to death.

D. Cambodia Massacre

In 1975, Khmer Rouge helped in extermination of **two million (2,000,000)** of Cambodians who were against its rule.

4. Genocide prevention

The following are the measures we can take to prevent genocide:

- Preventing conflicts among people.
- Respecting rule, laws and justice
- Ending of corruption in our systems of governance.
- Practising good governance`
- Having responsible media.
- Ensuring fair distribution of resources across the country.
- Support programmes that bring together people from different background. Ex: UGANDA, NDI UMUNYARWANDA, ITORERO

5. Genocide ideology and genocide denial

- **Ideology:** refers to a set of ideas by a dominant class to be followed strictly by all members of the society.
- **Genocide ideology:** begins by identifying a group, labelling it and then separating it from the rest. This is promoted by those in power, in the media, schools, propaganda and rallies. This is what happened for a long time in the First Republic and Second Republic causing divisionism among Rwandans. This false ideology led to Genocide against TUTSI.
- **Genocide denial:** refers to an attempt to denying genocide happened.

6. Harms caused by genocide denial

- It continues to destroy the victims group both psychologically and culturally
- It does not give a chance to heal on all levels.
- It helps those who was genocide criminals to escape and hide away.
- This can led to genocide happened again.

7. Consequences of the 1994 Genocide against the TUTSI

The following are the effects of 1994 Genocide against the TUTSI:

- **1,074,017** victims (men, women and children) were killed in 100 days.
- Destruction of infrastructure and equipment.
- Physical mutilations (damage).
- Trauma and mental problems for victims.
- Increase in the HIV and AIDS prevalence after the genocide due to rape women and girls.
- Destruction of environment.
- Rwanda's country image was tarnished.
- Poverty (Rwandans became poor after genocide).
- Huge numbers of widows and orphans.
- Many people are prisoners because of Genocide crimes.

UNIT 13: EFFECTS OF FOREIGNERS IN EAST AFRICA

In Primary Five, we learnt about different foreigners who came to our country. Mention some of them. Similarly, there are foreigners who came to East Africa. These were:

• Explorers • Missionaries • Traders • Colonialists

13.1 Explorers

The following are some of the explorers who came to East Africa:

(a) Vasco da Gama

Vasco da Gama came to East Africa from Portugal in 1498. He was looking for a sea route to India.

(b) Dr Richard Kandt

Dr Richard Kandt came from Germany to look for source of the River Nile. He built a mission station at Rwinkwavu.

(c) John Speke

John Speke came to East Africa in 1857 from England. He discovered the source of the River Nile on Lake Victoria.

(d) Joseph Thompson

Joseph Thompson came to East Africa from England.

(e) Dr David Livingstone

Dr David Livingstone came from Scotland. He fought the slave trade in East Africa.

(f) Sir Henry Morton Stanley

Sir Henry Morton Stanley came to East Africa to find Dr Livingstone.

(g) Gustav Adolf Von Gotzen

Count Gustav Adolf Von Gotzen came from Germany to East Africa in 1893. He came looking for the source of the Nile

13.1.1 Effects of the explorers on East Africa

The coming of explorers to East Africa had the following effects to the region:

- They opened up new routes across East Africa.
- They exposed more knowledge about the interior of East Africa.
- They gave names to the physical features of East Africa.
- They drew more accurate maps of the interior of East Africa.
- Their activities contributed to the colonisation of East Africa.

13.2 Missionaries

In Primary Five, we learnt about the influence of missionaries in our country. Do you remember these missionaries and their influence? As these missionaries visited our country, they also visited other parts of East Africa.

Some of the missionaries who came to East Africa are shown below.

(a) Ludwig Krapf

Ludwig Krapf came from Germany and arrived in Rabai in 1844. He worked for the Church Missionary Society (CMS).

(b) Alexander Mackay

Alexander Mackay came from France to Uganda and established mission stations for the Catholic White Fathers.

13.2.1 Effects of missionary activities

Some of the effects of missionaries in East Africa were:

- They taught Africans how to read and write.
- They introduced western medicine and built hospitals.
- They introduced new crops such as coffee, tea and cotton.
- They introduced Christianity and built churches.
- They helped to abolish the slave trade and slavery.

13.3 Traders

The earliest traders who visited East Africa were:

- Arabs • Indians • Germans
- Portuguese • Scottish

(a) Seyyid Said

Seyyid Said was an Arab trader.

(b) Carl Peters

He was a German trader who started the German East African Company which worked in Tanganyika and Rwanda-Urundi.

(c) Sir William Mackinnon

He came from Scotland and started the British East Africa Company which worked in Kenya and Uganda.

The following were some of the effects of traders in East Africa:

- *The Arab traders introduced new trade goods, for example, swords, daggers, spices and cowrie shells.*
- *The Arab traders settled at the coast and established coastal towns like Mombasa and Lamu.*
- *The Arab traders introduced Islam and Arabic culture along the coast and the interior of East Africa.*
- *The Arab traders introduced new crops, such as cloves and rice.*
- *The Portuguese traders built historical monuments, for example, Fort Jesus in Mombasa.*

Other effects of traders on East Africa

- The Indian traders introduced a new form of currency, the Rupee.
- The European traders led to the colonization of East Africa.
- They introduced long-distance trade, which led to the growth of towns.
- The Portuguese traders introduced new crops, such as maize and cassava.

13.4 Colonialists

Like Rwanda, the other countries of East Africa were also colonized. Some of the colonialists who came to East Africa were:

- Germans • British • Belgians

(a) Carl Peters

Carl Peters helped Germany to establish the colonial bases in Tanganyika, Rwanda and Burundi.

(b) Captain Lugard

Captain Lugard was a colonial agent of the British Empire.

(c) Monument to Sir Gerald Portal in Uganda

13.4.1 Effects of colonialists

What were the new things introduced by colonialists in Rwanda? The effects of colonialists in Rwanda were the same as those in East Africa. These include the following:

- Establishment of colonial rule.
- Introduction of modern means of administration.
- Development of transport and communication.
- Introduction of western education.
- Introduction of western medicine.
- Creation of new nations.

13.4.2 Problems faced by foreigners who came to Rwanda and the East Africa region

Some of the problems faced by foreigners who came to Rwanda and the East Africa region included:

- They were attacked by wild animals like lions, leopards and hyenas, which roamed freely.
- They didn't know the local languages. This made it hard for them to communicate.
- There were no roads, railways or vehicles. Movement was by foot over long distances. This was exhausting.
- They were attacked by hostile communities who did not welcome them like the Nandi and the Maasai.
- They suffered from tropical diseases like malaria, which killed many of them.
- The missionaries faced hostility from slave traders because they preached against the slave trade.

RELIGIOUS SECTION.

UNIT 13: GOD'S REVELATION

Key Idea

God's revelation is the way God makes Himself known to human beings so that they may know Him, love Him, and follow His will.

Meaning of God's Revelation

Revelation means God showing His will, guidance, and plan to people. God reveals Himself so that human beings can understand how to live rightly and be saved.

Examples of God's Revelation

Abraham: God called Abraham to leave his land and trust Him (Genesis 12:1-5).

Moses: God revealed Himself to Moses and gave him the Law (Exodus 3).

Types of God's Revelation

General (Natural) Revelation: God reveals Himself through nature such as the sun, stars, mountains, animals, and human beings.

Special Revelation: God reveals Himself through Holy Scriptures (Bible and Qur'an), prophets, visions, dreams, and especially through Jesus Christ.

Importance of God's Revelation

Helps people know God and His will.

Guides believers on how to live good lives.

Encourages faith, obedience, and care for creation.

UNIT 14: ATTRIBUTES OF GOD

Meaning of Attributes of God

Attributes of God are the perfect qualities that describe who God is and how He acts. They help believers understand God's nature.

Main Attributes of God

Oneness: There is only one true God.

Omnipotent: God is all-powerful.

Omnipresent: God is everywhere at all times.

Omniscient: God knows everything.

Eternal: God has no beginning and no end.

Holy: God is pure and without sin.

Just: God is fair and treats everyone equally.

Merciful and Loving: God forgives and cares for all people.

Oneness and Uniqueness of God

Christians and Muslims believe in one unique God who alone deserves worship. Worshipping idols or false gods is called idolatry and is wrong.

How We Show Faith in God

Praying and worshipping God.

Obedying God's commandments.

Helping others and living peacefully.

UNIT 15 & 16: RELATIONSHIP, FRIENDSHIP AND CONFLICT RESOLUTION

Relationship and Friendship

A relationship is how people live and connect with others, including God. Friendship is a special bond of love, trust, respect, and care between people.

Characteristics of Healthy Friendship

Love and care

Respect and honesty

Forgiveness and kindness

Loyalty and support

Peacefulness and good influence

Characteristics of Unhealthy Friendship

Lying and dishonesty

Violence and fighting

Jealousy and gossip

Encouraging bad behavior

Peer Pressure

Peer pressure is the influence friends have on one another. It can be positive (encouraging good behavior) or negative (leading to bad actions).

Ways to Cope with Peer Pressure

Choose friends wisely.

Say "NO" to bad behavior.

Ask advice from parents or teachers.

Conflict and Conflict Resolution

Conflict is a disagreement between people or groups. Conflict resolution means solving problems peacefully.

Methods of Conflict Resolution

Conciliation - making peace between people.

Arbitration - using a fair person to decide.

Forgiveness and Amnesty.

Counselling and dialogue.

Importance of Conflict Resolution

Promotes peace and unity.

Strengthens relationships.

Encourages development and happiness.

Conclusion: God teaches love, peace, forgiveness, and respect. By following these values, learners can live happily with others and build a peaceful society.

FULL INTERNATIONAL-STANDARD EVALUATION PAPER based strictly on the content you provided (Units 13, 14, 15 & 16).

It is **complete, well-structured, horizontally set**, includes **marks per section**, enough lined space, and **ALL ANSWERS** are provided at the end.

INTERNATIONAL STANDARD EVALUATION

SUBJECT: Religious Education

UNITS: 13, 14, 15 & 16

TOPICS: God's Revelation, Attributes of God, Relationship, Friendship & Conflict Resolution

TIME: 3 Hours

TOTAL MARKS: 100

SECTION A: TERMS TO DEFINE (10 marks)

(1 mark each)

1. God's revelation

2. General revelation

3. Special revelation

4. Attributes of God

5. Omnipotent

6. Omnipresent

7. Friendship

8. Peer pressure

9. Conflict

10. Conflict resolution

SECTION B: MULTIPLE CHOICE QUESTIONS - MCQs (15 marks)

(1 mark each - set horizontally)

1. God's revelation means:
A. God hiding Himself B. God showing His will C. Human ideas D. Nature only
2. God called Abraham to:
A. Fight wars B. Build cities C. Leave his land D. Become king
3. God revealed the Law to:
A. David B. Moses C. Noah D. Paul
4. Nature is an example of:
A. Special revelation B. False teaching C. General revelation D. Idolatry
5. Holy Scriptures are part of:
A. General revelation B. Human laws C. Special revelation D. Traditions
6. God being all-powerful means He is:
A. Omniscient B. Omnipresent C. Omnipotent D. Eternal
7. God being everywhere means He is:
A. Holy B. Omnipresent C. Just D. Loving
8. Worshipping idols is called:
A. Faith B. Obedience C. Idolatry D. Prayer
9. Friendship is based on:
A. Fear B. Violence C. Trust and love D. Lies
10. Lying and gossip show:
A. Healthy friendship B. Unhealthy friendship C. Faith D. Obedience
11. Positive peer pressure:
A. Leads to bad actions B. Encourages good behavior
C. Causes conflict D. Promotes violence
12. Conflict means:
A. Peace B. Agreement C. Disagreement D. Unity

13. Forgiveness helps to:

- A. Increase conflict B. Solve conflicts C. Create anger D. Break friendship

14. Arbitration involves:

- A. Fighting B. Ignoring problems C. A neutral person deciding D. Punishment

15. Conflict resolution promotes:

- A. Hatred B. Division C. Peace D. Revenge

SECTION C: MATCHING QUESTIONS (10 marks)

(Match A with B)

A

1. General revelation

2. Special revelation

3. Omnipresent

4. Oneness of God

5. Friendship

6. Peer pressure

7. Conflict

8. Conciliation

9. Arbitration

10. Forgiveness

B

a) Belief in one God

b) God is everywhere

c) Nature

d) Holy Scriptures

e) Bond of trust and care

f) Influence of friends

g) Disagreement

h) Making peace

i) Fair decision maker

j) Ending anger

SECTION D: OPEN QUESTIONS (20 marks)

(1 mark each)

1. What is God's revelation?

2. Mention one example of God's revelation.

3. Who is Abraham?

4. Who received the Law from God?

5. Name one element of nature showing God's revelation.

6. What are attributes of God?

7. State one attribute of God.

8. What does omniscient mean?

9. Why is God worshipped alone?

10. What is friendship?

11. Mention one quality of healthy friendship.

12. Mention one sign of unhealthy friendship.

13. What is peer pressure?

14. Give one example of positive peer pressure.

15. Define conflict.

16. Mention one cause of conflict.

17. What is conflict resolution?

18. Name one method of conflict resolution.

19. Why is forgiveness important?

20. State one importance of conflict resolution.

SECTION E: WORDS TO EXPLAIN (5 marks)

(1 mark each)

1. Revelation

2. Omnipotent

3. Idolatry

4. Peer pressure

5. Arbitration

SECTION F: PHENOMENA TO EXPLAIN (5 marks)

(1 mark each)

1. God revealing Himself through nature

2. God revealing Himself through prophets

3. Healthy friendship

4. Negative peer pressure

5. Peaceful conflict resolution

SECTION G: HOW-TO-CARE / PRACTICAL QUESTIONS (5 marks)

(1 mark each)

1. How can learners show faith in God?

2. How can learners maintain good friendships?

3. How can peer pressure be avoided?

4. How can conflicts be solved peacefully?

5. How can forgiveness be practiced?

SECTION H: CHOOSE FROM THE BRACKETS (10 marks)

(1 mark each)

1. God reveals Himself to show His (will / weakness).
 2. Nature shows (general / special) revelation.
 3. Holy Scriptures are (general / special) revelation.
 4. God is (one / many).
 5. God is (omnipotent / powerless).
 6. Friendship is based on (love / hatred).
 7. Lying shows (healthy / unhealthy) friendship.
 8. Conflict is a (disagreement / celebration).
 9. Forgiveness promotes (peace / revenge).
 10. Arbitration uses a (neutral / angry) person.
-

SECTION I: TRUE OR FALSE (10 marks)

(1 mark each)

1. God's revelation helps people know Him. _____
 2. Moses received the Law from God. _____
 3. Nature cannot show God's revelation. _____
 4. God is everywhere. _____
 5. There are many true gods. _____
 6. Friendship needs trust and respect. _____
 7. Peer pressure is always bad. _____
 8. Conflict always leads to violence. _____
 9. Forgiveness helps resolve conflict. _____
 10. Conflict resolution promotes unity. _____
-

SECTION J: COMPLETE THE SENTENCES (10 marks)

(1 mark each)

1. God's revelation is God making Himself _____.
 2. Abraham was called to leave his _____.
 3. God gave the Law to _____.
 4. Nature is part of _____ revelation.
 5. God has no beginning and no _____.
 6. Worshipping idols is called _____.
 7. Friendship is a bond of love and _____.
 8. Peer pressure is the influence of _____.
 9. Conflict means _____ between people.
 10. Forgiveness helps restore _____.
-

SECTION K: MINDTEASERS / THINKING QUESTIONS (10 marks)

(1 mark each)

1. Why does God reveal Himself to human beings?
-

2. How does nature help us believe in God?
-

3. Why should God alone be worshipped?
-

4. How can friendship affect behavior?
-

5. Why is honesty important in friendship?
-

6. What happens when peer pressure is negative?
-

7. Why is violence not a good solution to conflict?
-

8. How does forgiveness heal relationships?

9. How can learners promote peace at school?

10. Why is conflict resolution important for society?

ANSWER KEY (END OF PAPER)

Section A

Accept correct definitions from content.

Section B

1-B, 2-C, 3-B, 4-C, 5-C, 6-C, 7-B, 8-C, 9-C, 10-B, 11-B, 12-C, 13-B, 14-C, 15-C

Section C

1-c, 2-d, 3-b, 4-a, 5-e, 6-f, 7-g, 8-h, 9-i, 10-j

Section D

Accept any correct answers from the content.

Section E

Accept correct explanations.

Section F

Accept correct explanations.

Section G

Accept relevant practical answers.

Section H

will, general, special, one, omnipotent, love, unhealthy, disagreement, peace, neutral

Section I

T, T, F, T, F, T, F, F, T, T

Section J

known, land, Moses, general, end, idolatry, trust, friends, disagreement, relationships

Section K

Accept logical, relevant answers.

Below is a **COMPETENCE-BASED ASSESSMENT (CBA) VERSION** added to your evaluation, aligned with **CBC/CBA international standards** and suitable for **primary level Religious Education**.

It focuses on **knowledge, skills, values, attitudes, and real-life application**, not memorization.

COMPETENCE-BASED ASSESSMENT (CBA)

UNITS 13, 14, 15 & 16

Subject: Religious Education

Target Competences:

- Religious awareness
- Critical thinking
- Moral and ethical responsibility
- Communication
- Social cooperation and peace building

Total Marks: 40

Time: 1 Hour 30 Minutes

CBA SECTION A: KNOWLEDGE & UNDERSTANDING (10 marks)

(Learner demonstrates understanding of concepts)

1. Answer the following questions briefly. (2 marks each)

a) What is God's revelation?

b) Mention one way God reveals Himself.

c) State one attribute of God.

d) What is friendship?

e) What is conflict resolution?

CBA SECTION B: APPLICATION OF KNOWLEDGE (10 marks)

(Learner applies learning to daily life situations)

2. Read the situations and answer the questions. (2 marks each)

a) A child sees the beauty of mountains and stars.
What type of God's revelation is this?

b) A learner refuses to cheat during exams even when friends insist.
Which value is shown?

c) Two friends disagree and decide to talk calmly.
Which method of conflict resolution is used?

d) A child helps classmates and respects others.
Which attribute of God is reflected?

e) A learner avoids bad friends after advice from parents.
What is being avoided?

CBA SECTION C: SKILLS & PRACTICAL COMPETENCE (8 marks)

(Learner demonstrates skills in real situations)

3. Explain how you would act in the following situations. (2 marks each)

a) Your friends pressure you to tell lies.

b) Two classmates are fighting at school.

c) Someone hurts your feelings.

d) You are asked to help a needy person.

CBA SECTION D: VALUES & ATTITUDES (6 marks)

(Learner shows moral judgment and values)

4. Tick (✓) the correct behavior. (1 mark each)

Situation	Good Choice	Bad Choice
Helping others	<input type="checkbox"/>	<input type="checkbox"/>
Lying to friends	<input type="checkbox"/>	<input type="checkbox"/>
Forgiving others	<input type="checkbox"/>	<input type="checkbox"/>
Fighting	<input type="checkbox"/>	<input type="checkbox"/>
Praying to God	<input type="checkbox"/>	<input type="checkbox"/>
Respecting others	<input type="checkbox"/>	<input type="checkbox"/>

CBA SECTION E: COMMUNICATION & REFLECTION (6 marks)

(Learner expresses ideas clearly)

5. Answer the following questions. (2 marks each)

a) Why is it important to worship one God only?

b) How does friendship help people live in peace?

c) Why should conflicts be solved peacefully?

CBA SECTION F: CREATIVE & CRITICAL THINKING (6 marks)

(Learner shows creativity and reasoning)

6. Complete the tasks below. (2 marks each)

a) Draw or describe one way God reveals Himself through nature.

b) Write one sentence showing a healthy friendship.

c) Suggest one way learners can promote peace at school.

CBA ANSWER GUIDE (FOR TEACHERS)

Section A

- Correct definitions and examples from content.

Section B

- a) General (natural) revelation
- b) Honesty / obedience
- c) Dialogue / conciliation
- d) Love / mercy / kindness
- e) Negative peer pressure

Section C

Accept peaceful, respectful, and moral responses.

Section D

✓ Good choices: Helping others, Forgiving others, Praying to God, Respecting others
X Bad choices: Lying, Fighting

Section E

Accept logical answers showing faith, peace, and unity.

Section F

Accept creative, relevant, and meaningful responses.
