Tutorial Letter 101/3/2020

Know your world: Introduction to Geography

GGH1501

Semesters 1 and 2

Department of Geography

Important information

Please activate your myLife e-mail address and myUnisa registration to ensure that you have access to the myUnisa module site for GGH1501 as well as your GGH1501 group site (managed by your e-tutor).

Note: Since all your study material foe GGH1501 is available on myUnisa, you are advised to participate online as soon as possible to get maximum benefit from the learning experience offered for GGH1501.

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Acknowledgements

Figures

It is hereby acknowledged that Figures 1 to 20 in this tutiorial letter are reproduced with permission from Rubenstein, JM, Renwick, WH and Dahlman, CT. 2016. Introduction to contemporary Geography for GGH1501/XGH1501. First edition. Essex (UK): Pearson Education. Pearson Education and the authors are thanked for this kind gesture.

For the purpose of referecing, the full bibliographical details of this book are not repeated at each figure, but the abbreviated as “Figure xyz in prescribed textbook”.

Compilation of this tutorial letter

This turorial letter has been compiled by Prof Rudi Pretorius. Sections 3 to 8 are based on content of Tutorial letter 101/2015 and 2016, which has originally been developed by Mr Chris Vlok and Mr Christiaan Hamman. The role of the following staff members in the finalisation of this tutorial letter is acknowledged as well: Mr Carel Greyling (GGH1501 lecturer), Dr Anja du Plessis (2nd Examiner) and Ms Anna de Jager (NQF Level 5 Coordinator).

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1 INTRODUCTION

1.1 Welcome message

Dear student

We take great pleasure in welcoming you as a student of the module GGH1501 – Know your World: Introduction to Geography.

The purpose of Tutorial letter 101 is to provide you with basic information about GGH1501 that will set you on your way to complete the module. This includes basic requirements related to the module, important information, contact details and assessment information. This tutorial letter will be followed by additional tutorial letters that will provide important information and feedback on assignments and examination guidelines.

Your success in GGH1501 hinges on your use of the prescribed textbook. The prescribed textbook is an essential resource for your assignments as well as your examination. The module is structured around seven learning units which are designed to guide you through the prescribed textbook.

To make the most of your studies, you are urged to make use of the benefits offered by the online learning environment of myUnisa. This will allow you to engage with fellow students, your lecturers and an e-tutor (who will be automatically allocated to you) to create a valuable collaborative learning experience. So please visit the GGH1501 module site and your *e-tutor website* (also referred to as a group site) regularly. Refer to Section 4 in this tutorial letter for more information on how to use myUnisa to study this module online and get the most out of your study experience.

In conclusion, we wish to inform you that Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have also placed curriculum transformation high on the agenda. For your information, curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated at both the programme and module levels, as a phased-in approach. You will notice the implementation thereof in your modules, and we encourage you to fully embrace these changes during your studies at Unisa.

IMPORTANT: Please refer to and read the ethics statement included in Annexure A at the end of this tutorial letter. It concerns your consent that data submitted by you to Unisa in the form of assignments and posts in online forums, may/may not be used for research purposes.

Best wishes,
Your lecturer(s)

1.2 How to get started with GGH1501

Read this tutorial letter and information available online

Your first priority for GGH1501 should be to read the rest of this tutorial letter. Following that, you need to browse through the Unisa website (www.unisa.ac.za) and the myUnisa website

(my.unisa.ac.za) in order to acquire basic information about this module, myUnisa, Unisa. This will help you to orientate yourself towards the activities and requirements for this semester.

Register on myUnisa, activate your myLife email and get started

Your next step should be to register on myUnisa and to activate your myLife@Unisa e-mail address (if you have not done so already). Go to the website at https://my.unisa.ac.za and log in with your student number and password. Once the second window opened, click on the tab for myModules, wait for a new window to open and then click on the tab for Sites. In the dropdown menu which then opens, you will find and can click on the tabs for GGH1501-20-**S1** (for the first semester) or GGH1501-20-**S2** (for the second semester). Click on the module name to open it. Once you accessed the module site, Learning unit 0 also provides detailed instructions about this process.

Get the prescribed textbook

The third, and very important, step you need to take is to buy, order or acquire through other ways a copy of the prescribed textbook as soon as possible. The prescribed textbook can be bought at Unisa's Official Booksellers or online at a variety of stores. The bibliographic details regarding the prescribed textbook are provided in Section 4 in this tutorial letter and more guidance for acquiring the prescribed textbook is provided in Learning unit 0 and on myUnisa (information on booksellers). Shop around for the cheapest priced. Since the same textbook has now been in use since 2016, it should also be possible to locate and buy a used copy at a decent price. So look around and consider your options before buying.

Work through Learning unit 0

If you order your prescribed textbook, you will have to wait a few days for its delivery, but do not let this time go to waste. Next, you should start working through Learning unit 0 (online via the "Lessons" tab on myUnisa or in the PDF document referred to as the study guide, that you can download via the "Additional resources" tab on myUnisa). Learning unit 0 will help you to orientate yourself for the rest of the module and ensure that you understand what is required of you.

Consider the assessment opportunities for GGH1501

After familiarising yourself with the basics of the module and acquiring your prescribed textbook you should also familiarise yourself with the various assessment opportunities for GGH1501. Take note of the content of the assignments and due dates and keep these in mind as you work through the module. Assignment due dates should be an important part of your study schedule.

Start working on the rest of the learning units

You are now ready to start working through the various learning units for GGH1501. Similar to Learning unit 0, you will find that Learning units 1 to 7 are also available on myUnisa (either via the "Lessons" tab or in the study guide, which can be downloaded as a PDF document via the "Additional resources" tab). Remember that since all study material for GGH1501 is available on myUnisa, you need not wait for the postal/courier services to deliver it to you, but can immediately start studying. You can use the schedule provided in Section 6 of this tutorial letter or develop your own schedule that suits your personal circumstances. Be sure to remain on track and prevent panic close to assignment due dates and the examination.

Participate online via myUnisa

You should make it a priority to constantly participate in online activities for GGH1501 on myUnisa. Online participation, through blogs and discussion forums, provides valuable additional benefits to your learning experience. Additional resources will also be made available via myUnisa during the course of the semester to help you succeed in the module – such material will not be made available in printed format.

2 PURPOSE AND OUTCOMES

2.1 Purpose

Module GGH1501 introduces you to the nature and scope of geography as a science. You will be equipped to view the world from a geographical (spatial) perspective and learn how to read world maps in order to be able to interpret and develop an understanding of real world phenomena. The geographical phenomena which you will be studying (on a global scale) will include:

- those related to globalisation;
- key processes associated with the physical environment, population and development;
- cultural aspects concerning development and resources.

Studying this module will also enhance your geo-literacy.

2.2 Outcomes

The module has been developed with various outcomes in mind. Don't be cast down by these outcomes. They might seem like a mountain to climb, but with the use of all the support that the lecturers and e-tutors will provide during the semester, you will be able to excel in GGH1501. We want students to be able to:

- Observe, describe and explain global phenomena from an integrated geographical perspective.
- Integrate relevant theories with appropriate data sources and techniques to interpret various aspects of selected geographical themes on a global scale.
- Understand and explain what it means to be a geo-literate global citizen and how this impacts on your personal world view.

3 LECTURER(S) AND CONTACT DETAILS

3.1 The lecturer(s)

The contact details of your lecturer(s) will be provided in Tutorial letter 102 soon after your registration. Contact details are also posted on the module site on myUnisa — there is thus no need to wait for the tutorial letter to be made available to learn who your lecturer/s is/are and to be able to contact them.

Important:

a) When you make an enquiry, by letter or by telephone, remember to mention the module code and your student number.

b) When you make an enquiry by e-mail, always enter the module code followed by your student number in the subject line (e.g. GGH1501_your student number).
c) Letters to lecturers may not be enclosed with or inserted into assignments, they might get lost that way and never reach us.
d) Unisa's telephone system permits you to dial each lecturer directly. If you receive no answer, it means that the lecturer is not in or near his or her office. Please phone again later. Even better, we advise that you rather connect with us through e-mail.
e) Messages for lecturers may also be left with the secretary of the Department of Geography (Tel: +27 (0)11 471 3689), but she cannot make appointments on a lecturer's behalf.
f) Lengthy problems should rather be dealt with by e-mail or during a personal visit to the lecturer(s).
g) You are more than welcome to personally visit your lecturer(s). Appointments (preferably between 09:00 and 15:30) should, however, be made at least three days in advance. We cannot guarantee that you will be attended to if you arrive without an appointment.
h) The lecturer(s) cannot give crash courses on sections of the module to students who visit them. Identify your specific problem(s) before you contact the lecturer(s) and make sure that you are well prepared. Should the lecturer(s) discover that you have not adequately studied your tutorial matter, or have not read your tutorial letters, you may be sent away to study the work again.
i) Students should discuss any academic problems with the lecturer(s) as soon as possible and not wait until the day or two before the examination. Students should not expect the lecturer(s) to discuss the whole module or large sections of it with them immediately before the examination.

3.2 The Department of Geography

Should you wish to contact the Department of Geography you can contact the departmental secretary on +27 (0) 11 471 3689. Note again that the departmental secretary cannot make appointments on a lecturer's behalf. You can also visit the Department of Geography (**by appointment**) at the following address:

Ground floor
Calabash Building, Unisa Science Campus
Corner of Christiaan de Wet and Pioneer Avenues
Florida
GPS: 26° 09' 28.19''S; 27° 54' 09.68''E
Use the following hyperlink to view a map showing routes to the Science Campus:
http://www.unisa.ac.za/sites/corporate/default/Contact-us/Directions-to-Unisa

3.3 The university

If you need to contact the university about general administrative matters (i.e. matters **not** directly related to the contents of this module), please consult the contact list for student enquiries on the Unisa website. You can access this list by clicking on the "Contact us" and then the "Student enquiries" tabs on the Unisa website. This list contains the telephone numbers, email addresses, etc. of almost any department/section that you might need to contact while studying at Unisa. Further information of a general nature about your studies at Unisa can be obtained via the various tabs/links available on the myUnisa launch page, covering aspects as "Graduation", "Student policies & rules", "Assignments & exam", etc.

4 RESOURCES

4.1 Prescribed textbook

The details related to the prescribed textbook for this module are as follows:

- Title: Introduction to contemporary Geography for GGH1501/XGH1501
- Authors: Rubenstein, JM; Renwick, WH; Dahlman, CT
- Publisher: Pearson
- ISBN: 9781784484521
- Year of publication: 2015
- Edition: 1st

Please obtain this textbook as soon as possible. Refer to the list of official booksellers and their contact details on myUnisa. Further guidance for obtaining the textbook is also provided in Learning unit 0. You are advised to contact more than one bookseller — our experience is that the price may differ substantially from bookseller to bookseller. **Also note that using the prescribed textbook that was used up to 2015, is not an option.**

The current prescribed textbook has been in use since the 2016 academic year. This implies that there should be a large number of second hand books available from students who completed the module. It will therefore be worth the trouble to look around for a second hand copy, which will be much cheaper than a new copy. To start with, look in the “e-Bookshop” on myUnisa, or simply “Google” the title until you find a second hand copy. Since it is a customised textbook, it is not available as an e-book or in PDF format.

If you want to buy a new book, you will be able to obtain it from the university's official booksellers. The list of these booksellers is provided on the myUnisa launch page – click on “Books”. If you have difficulty locating your prescribed book at these booksellers, please contact the Prescribed Books Section telephonically at +27 (0) 12 429 4152 or send an e-mail to vospresc@unisa.ac.za.

4.2 Recommended books

Three books are recommended for this module. All three of these books are so-called Open Educational Resources (OERs), meaning that you need not buy them, but can access them for free on the Internet – apart from the fees for connecting to the Internet. These books supplement the information in the prescribed textbook, and can supply valuable additional material for answering assignments or on topics you may struggle to understand. Since the first two books mentioned below deals with many of the themes covered in this module, brief guidance will be supplied on the module site as well as in Tutorial Letter 102 on how to use these books together with the study guidance in the study guide or online learning units. The third book does not correspond that closely with the module, but is an excellent source for enrichment on topics in the module that you may find interesting. The details of these three books are as follows:

- Introduction to Human Geography
  https://www.opengeography.org/human-geography1.html

- Introduction to Physical Geography
  https://physicalgeog.pressbooks.com/

- World bank SDG Atlas
  (Available in interactive format or as pdf)
  http://datatopics.worldbank.org/sdgatlas/

In addition to the prescribed textbook and recommended books, you should also have an atlas. No specific atlas is prescribed, since any South African school atlas aimed at Grades 10 to 12 learners should be fine. Also see the examples (digital and hardcopy) which are provided in Learing unit 0. You are also required to view a number of videos online for each learning unit.

4.3 Library services and resources

The Unisa library can be accessed via the Unisa website or directly by going to: http://www.unisa.ac.za/sites/corporate/default/Library

The Unisa library offers a range of information services and resources. For detailed library information go to http://www.unisa.ac.za/sites/corporate/default/Library

The library has created numerous library guides (http://libguides.unisa.ac.za). Recommended guides include the following:

- Finding and using library resources and tools: http://libguides.unisa.ac.za/Research skills
- Frequently asked questions about the Library: http://libguides.unisa.ac.za/ask
- Services to students living with disabilities: http://libguides.unisa.ac.za/disability

4.4 myUnisa

The myUnisa learning management system is Unisa's online campus that will facilitate communication with your lecturers, with other students and with the administrative departments of Unisa. Here you will be able to obtain free access to non-module specific and module specific functions.

Non-module specific functions comprise	Module specific functions comprise
• Administrative tasks as checking personal information, changing your postal address or telephone number, changing your exam venue, adding/ cancelling modules, viewing your student account and doing credit card payments. • Personalising your examination timetable. • Selecting library functions and resources. • Receiving online student counselling. • Receiving advice on studying online.	• Viewing the module homepage. • Contacting your lecturer via e-mail. • Viewing all the learning units of the module. • Studying learning units and accompanying resources. • Submitting assignments. • Participating in module discussion forums. • View or download study material.

You will need to be registered on myUnisa to be able to submit your assignments online, to gain access to the library functions and various learning resources, to “chat” to your lecturers/e-tutors and fellow students about your studies and the challenges that you might encounter, and to participate in online discussion forums.

As already mentioned, in addition to registering on myUnisa, it is essential that you activate your myLife e-mail address, as all your official correspondence will be sent to your myLife e-mail address and not to your private e-mail address. Please consult the myUnisa launch page and/or Learing unit 0 for more information on activating your myLife e-mail address and obtaining access to the GGH1501 module site. Start at the main Unisa website (http://www.unisa.ac.za) and then click on the "myUnisa" link. You can also go to myUnisa directly by typing http://my.unisa.ac.za in the address bar of your internet browser.

Should you encounter problems with myUnisa you can phone +27 (0) 12 429 3111 (Option 6), send an SMS to 43582 or send an e-mail to myUnisaHelp@unisa.ac.za. Should you need assistance with your myLife e-mail address, you can send an e-mail to myLifeHelp@unisa.ac.za.

5 STUDENT SUPPORT SERVICES

Unisa offers various support services to students (e.g. student counselling, tutorial classes and language support), which can be viewed via the "Learner Support & Regions" tab on myUnisa. Support services directly related to GGH1501 are outlined in the rest of this section.

5.1 Your e-tutor

Each student will be linked to a group site (also referred to as an e-tutor website), which is an additional site on myUnisa in which groups of about 300 to 400 students can participate in tutorials and various online activities. These sites are managed by a team of e-tutors. The activities described in the learning units will take place on these sites, and opportunity will also exist for interaction with fellow students. You ought to visit your allocated group site at least twice a week. Your group site is labelled as follows:

- GGH1501-20-S1-**1E**: S1 implies the first semester and 1E implies e-tutor number 1
- GGH1501-20-S2-**5E:** S2 implies the second semester and 5E implies e-tutor number 5

Note that the coding of the group site that you are linked to might vary from module to module, but it does not matter as long as you have a group site. You will be automatically linked to a group site — you therefore do not need to do anything. However, if you have not been linked to a group site, you should contact your primary lecturer as soon as possible so that he/she can request the e-tutor coordinator to fix the problem.

5.2 Video conferences

It is not certain at this stage whether or not video conferences will be conducted for GGH1501. You will be informed (via SMS, through announcements on myUnisa and/or in Tutorial letter 102) once we have certainty about this. If it is taking place, you will be informed about venues, dates and times. Please note that attendance of the video conference(s) – if offered – is not compulsory. It might, however, assist you with your studies and examination preparation.

6 STUDY PLAN

It is important that you develop your own individualised study plan for GGH1501 to make sure that you have covered all the learning units by the end of the semester. Take into account the

number of weeks the semester consists of, the number of study units to be covered, due dates for assignments, the examinations, etc.

6.1 First semester plan

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Starting day of the week (Monday)													
Learning Unit	27/ 01	03/ 02	10/ 02	17/ 02	24/ 02	02/ 03	09/ 03	16/ 03	23/ 03	30/ 03	06/ 04	13/ 04	20/ 04	27/ 04
0	X													
1		X	X											
2				X	X									
3					X	X								
4						X	X							
5							X	X						
6									X	X				
7										X	X			
Revision												X	X	X
Ass. 01			X	X										
Ass. 02					X	X	X	X						
Ass. 03									X	X	X			

6.2 Second semester plan

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Starting day of the week (Monday)													
Learning Unit	13/ 07	20/ 07	27/ 07	03/ 08	10/ 08	17/ 08	24/ 08	31/ 08	07/ 09	14/ 09	21/ 09	28/ 09	05/ 10	12/ 10
0	X													
1		X	X											
2				X	X									
3					X	X								
4						X	X							
5							X	X						
6									X	X				
7										X	X			
Revision												X	X	X
Ass. 1			X	X										
Ass. 2					X	X	X	X						
Ass. 3									X	X	X			

6.3 Important dates

Take the following dates into consideration during your study planning:

Event	Semester 1	Semester 2
Assignment 01 due date	28 February 2020	3 August 2020
Assignment 02 due date	23 March 2020	4 September 2020
Assignment 03 due date	17 April 2020	25 September 2020

7 PRACTICAL WORK / WORK-INTEGRATED LEARNING

There are no practical sessions or work-integrated learning for this module.

8 ASSESSMENT

8.1 Assessment plan

Assignments are seen as part of the learning experience for this module. Whilst doing the assignments, consulting resources, discussing the work with fellow students or e-tutors/face-to-face tutors or doing research, you are actively engaged in learning. The assessment strategy (e.g. number of assignments, type of assignments, and the contribution to a year mark, et cetera is outlined in the following sub-sections. You will receive feedback on assignments via tutorial letters (available on myUnisa). The feedback on assignments constitutes an important part of your learning and should help you to be better prepared for the examination.

8.1.1 Format and contribution of assignments to the year mark

ASSIGNMENT NUMBER	ASSIGNMENT FORMAT	CONTRIBUTION TO YEAR MARK (%)
01	MCQ	10
02	Written	65
03	MCQ	25

8.1.2 Composition of the final mark

COMPONENT	CONTRIBUTION TO FINAL MARK (%)
YEAR MARK	25
EXAMINATION	75

Note that in order to pass GGH1501, the calculated final mark according to the specified weights for the year mark and examination mark has to be 50%. In addition, regardless of your year mark, you must obtain at least 40% in the examination in order to pass. In the case where you score less than 40% in the examination, the year mark is no longer taken into account to determine your final mark.

8.2 Assignment numbers

8.2.1 General assignment numbers

Assignments are numbered consecutively starting from 01.

8.2.2 Unique assignment numbers and due dates

First semester

ASSIGNMENT	UNIQUE NUMBER	DUE DATE
01	887032	2020-02-28
02	840462	2020-03-23
03	611253	2020-04-17

Second semester

ASSIGNMENT	UNIQUE NUMBER	DUE DATE
01	645595	2020-08-03
02	781748	2020-09-04
03	794055	2020-09-25

8.3 Submission of assignments

8.3.1 Submission of multiple-choice assignments

Assignments 01 and 03 consist of multiple-choice questions. You can either do these assignments on a mark-reading sheet or upload your answers directly onto myUnisa. If you do it on a mark-reading sheet, you will need to submit it to Unisa via the postal system or by depositing it in an assignment box at one of the Unisa campuses or regional offices. However, if you upload your answers onto myUnisa, you can be assured that they have been received and stored. All multiple-choice assignments are computer marked. Also note that these assignments are only marked after their respective due dates.

8.3.2 Submission of written assignments

We prefer that you submit Assignment 02 online in PDF format via myUnisa. Recent versions of Microsoft Word allow you to save Word documents in a PDF format. Software to convert Word documents to PDF is also available on myUnisa. You can also download a free PDF convertor from: http://www.primopdf.com/index.aspx

To submit Assignment 02 online, login on myUnisa. Click on "myAdmin", then on “Assessments” and then “Assessment info”. A table will appear on the screen in which you will be able to view all your assessments for all the modules you are registered for in the specific semester. Click on the submit link next to a specific assessment number for a module to start the process to submit an assignment. A link is provided on-screen for step-by-step submission instructions, which includes resubmission guidelines. Once complete, check to make sure that your assignment has indeed been uploaded onto myUnisa.

8.4 Plagiarism

Before you start with Assignment 02, please read the following information to avoid plagiarism.

8.4.1 Avoiding plagiarism

When writing an assignment, it is easy to quote someone else and inadvertently forget to cite the source. While compiling your assignment, many websites, and many different ideas compete for attention in your head. It is so easy to copy and paste a quote while forgetting to provide the source of that quote. It is equally easy to copy an entire section of someone else's work. However, even if you did not mean to plagiarise, doing it has serious consequences. Plagiarism, intentional or not, is a serious matter. **Take the following steps to ensure that you do not plagiarise in your assignment:**

a) It is usually better to paraphrase ideas than to quote directly. In other words, read the source text and then put the ideas into your own words. But even when paraphrasing, you need to acknowledge the original source!

b) Whenever you use a fact, phrase, chart or quotation that you have obtained from someone else, acknowledge the original source.

c) Keep careful notes of every source you consult when working on an assignment. Use a reference citation system such as EndNote, Reference Manager, RefWorks or ProCite to keep your notes in order.

d) Never copy and paste anything from the internet without also copying the URL where you found it. Later you will be able to go back to the same page, check the wording, and give a proper citation.

e) If you think you may be using someone else's writing, copy and paste the passage into Google or another search engine. If your search comes up with close hits, your passage may well not be original work!

8.4.2 Resources to help you understand and avoid plagiarism

a) Unisa's official plagiarism policy can be found at: http://www.unisa.ac.za/static/corporate_web/Content/Apply%20for%20admission/Documents/Policy_copyright_infringement_plagiarism_16November2005.pdf

b) Visit plagiarism.org for various insights into plagiarism and how to avoid it. Available here: http://www.plagiarism.org/

8.4.3 Examples of how to cite references in your text

Note that a more detailed guide (Guidelines for referencing_UJ Fairhurst.pdf) on referencing is accessible via the Additional Resources function on myUnisa.

a) **One author**
If the author's name occurs in the flow of the sentence, the format to indicate the year and/or page number/s is as follows:
- In a popular study Harvey (1992) argued …
- As Harvey (1992:21) said, … .

b) **Two authors**
If the names of the authors occur in the flow of the sentence, the format to indicate the year and/or page number/s is as follows:

- In a popular study Harvey and Zuma (1992) argued … .
- As Harvey and Zuma (1992:21) said, "… ".

c) **More than two authors**
If more than two authors, give the surname of the first author followed by *et al*.
- Office costs amount to 20% of total costs in most businesses (Wilson *et al* 1997).
- Wilson *et al* (1997) pointed out that office costs amount to 20% of total costs in most businesses.

8.4.4 Examples of how to compile a reference list

Your reference list always has to be in alphabetical order and the following information provides examples of how different types of sources have to be referenced:

a) **A book reference:**
Single author: Author's surname, Initial(s), Date. Title of book in italics. Edition. Place: Publisher followed by a full stop at end of the reference.
Example: Dow, D, 1964. *A history of the world*. Third edition. London: Greenfield.
Two authors: First author's surname, Initial(s) and second author's surname, Initial(s). Date. Title of book in italics. Edition. Place: Publisher.
Example: Mercer, PA and Smith, G, 1993. *Private view data in the UK*. Second edition. London: Longman.
Three authors: First author's surname, Initial(s), second author's surname, Initial(s) and third author's surname, initial(s). Date. Title of book in italics. Place: Publisher.
Example: Cutler, T, Williams, K and Williams, J. 1986. *Keynes, Beveridge and beyond*. London: Routledge. Note: "**et al"** may not be used in the reference list.

b) **A journal article reference:** Author, AA, and Author, BB, Year. Title of article. *Title of journal* (italics). Volume (issue), pages (no space between page numbers and the dash).
Example: Evans, W.A., 1994. Approaches to intelligent information retrieval. *Information Processing and Management*, 7 (2), 147–168.

c) **An internet reference:** Web page, website, e-book. The first date in the examples below refers to the last update or the copyright date. The last date refers to when you accessed the website.
Examples:
- Holland, M., 2004. Guide to citing Internet sources [online]. Poole, Bournemouth University. Available from: http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html [Accessed 4 November 2004].
- Reference to a home page
    - African National Congress. 1994. The reconstruction and development programme. http://www/polity.org.za/govdocs/rdp/rdp/html [21 June 1999].

8.4.5 Example of how to paraphrase in your own words

It is often difficult to avoid quoting, but with a little bit of practice it is always possible. Consider the examples below and continually practice paraphrasing during the semester.

a) Quote from an article with in-text reference:
"The transition to a new era of coastal management was signalled by the Department's acknowledgement that a participatory policy formulation process was needed to address the shortcomings of previous efforts. This shift in approach cannot be divorced from the wider political context" (Glavovic, 2006:893).

b) Own words with in-text reference:
The evolution of coastal management triggered when the Department admitted that a participatory policy formulation process should be followed to address the shortcomings of previous attempts. The use of a new approach should not be separated from the overall political context (Glavovic, 2006).

8.5 Other assessment methods

There are no other assessment methods for this module.

8.6 The examination

For general information and requirements as far as examinations are concerned, refer to myUnisa, specifically the "Assignments & Exams" tab on the myUnisa launch page.

8.6.1 Examination admission

To gain admission to the examination you have to submit at least one assignment (preferably Assigment 01 or 02) on or before the due date for that specific assignment. Although the mark you obtain does not affect examination admission, the better the assignment mark, the better your semester mark. It is thus in your best interest to perform well in your assignments. During the semester, the Examination Section will provide you with information about the examination in general, the examination venue, and the examination date and time.

8.6.2 Supplementary, aegrotat and special examinations

Students who qualify for a supplementary, aegrotat or special examination need to note that the structure and scope of the examination paper and the guidelines for the examination might vary from semester to semester. Such students pay only an exam fee for the current semester, while retaining their registration for the previous semester.

On myUnisa these students can therefore still access the module site for GGH1501 for the previous semester, where the study material for the current semester, including the examination guidance, will be made available so that they can access it there. This material will be uploaded in a special folder in "Additional Resources".

An alternative would be to contact the lecturer(s) to arrange for a copy of the tutorial letter containing the examination guidelines to be sent to them via email, so that they can use it to prepare for the examination.

If illness or other reasons prevent students from writing an examination, they may apply to the Examination Section for permission to write an aegrotat or special examination at the end of the next semester. Full particulars about this and the requirements for aegrotat and special examinations are available via the "Assignments & Exams" tab on the myUnisa launch page.

Please do not apply for an aegrotat or special examination to the Department of Geography, and do not send your medical certificate to the lecturer(s) who is/are responsible for this module, since they cannot help you with this.

8.6.3 Examination period

This module runs over a semester period of approximately 14 weeks (depending on when your registration is finalised). This means that if registered for the first semester, you will write the examination in May/June 2020 and if necessary the supplementary/aegrotat/special examination in October/November 2020. If registered for the second semester, you will write the examination in October/November 2020 and if necessary, the supplementary/aegrotat/special examination in May/June 2021.

8.6.4 Preparation for the examination

Your preparation for the examination starts at the beginning of the semester, by working through the study material and the activities in the learning units at a regular pace and by following the schedule provided in Section 6 of this tutorial letter. Keep in mind that the semester is very short. **Do not wait until a few days before the examination because you think that you will be able to master all the material by "cramming"**. The latter approach will not work for this module.

8.6.5 Structure of the examination paper

You will write one examination paper of two hours for this module. We will provide information about the structure of the examination paper at a later stage during the semester. The mark you obtain for the examination will count 75% towards your final mark. The remaining 25% of your final mark will comprise a year mark, derived from your marks for Assignments 01, 02 and 03.

8.6.6 Previous examination papers

Previous examination papers are available on myUnisa. Please note that the prescribed textbook, study material and structure of the module changed from 2016 onwards. Even after 2016, some variations in the offering of the module are evident from year to year, and even from semester to semester. It is never a good idea to focus your preparation on previous examination papers only. If doing that, you are limiting your scope to answer specific questions only, instead of preparing in such a way that you will be able to answer a wide range of questions. Previous examination papers must therefore only be used as guidelines as to the type of questions (and not the actual questions) to be expected.

8.6.7 Tutorial letter on the examination

To assist you in your preparation for the examination, a tutorial letter that will explain the structure of the examination paper and specify the material you will have to study for the purpose of the examination will be made available during the course of the semester.

9 ASSIGNMENTS FOR THE FIRST SEMESTER

9.1 Assignment 01 for Semester 1

SEMESTER 1

ASSIGNMENT 01 UNIQUE NUMBER: 887032 DUE DATE: 2020-02-28

CONTRIBUTION TO YEAR MARK: 10%

This assignment consists of 15 multiple-choice questions. Each of these questions provide four or five options, from which you have to select the answer. This assignment contributes 10% towards your semester mark. The questions refer to information contained in this tutorial letter, relevant parts of the Unisa and myUnisa websites, Learning units 0 and 1 as well as the prescribed textbook. Once completed, you can submit your answers via myUnisa or by mark-reading sheet. Make sure that you provide your student number, module code and unique assignment number on the mark-reading sheet before you submit your assignment. Please note that students may not submit assignments to lecturers by fax or by e-mail.

QUESTIONS

1. You can find the contact details of the primary lecturer for GGH1501 … .

(1) by using the "Blog tool" on myUnisa

(2) on the "Welcome page" of the GGH1501 module site

(3) in Tutorial letter 101

(4) on an "E-tutor site" for GGH1501

(5) in the prescribed textbook for GGH1501

2. The preferred way to get answers to questions of a general nature about GGH1501 is to … .

(1) post your question on your personal myUnisa blog

(2) use the FAQs option on the main module site for GGH1501

(3) contact the secretary of the Department of Geography

(4) ask the opinion of your fellow students via social media

3. Which **one** of the following statements regarding the GGH1501 textbook prescribed for 2020 is **true**?

(1) The ISBN number of the prescribed textbook is 9781784484521 and the book is available at official Unisa booksellers.

(2) An electronic version of the prescribed textbook is available via the Unisa library website.

(3) All official booksellers offer the prescribed book at the same price.

(4) Your primary lecturer can order your prescribed textbook for you provided that you place your order before the end of January.

(5) The content of the prescribed textbook and the recommended books are exactly the same.

4. Suppose you did not submit Assignment 03 and that your marks for Assignments 01 and 02 are 70% and 80% respectively. Also suppose that your exam mark is 48%. Which **one** of the following statements is **true**?

(1) Your final mark will be below 50% and you will therefore not pass.

(2) Your year mark of 75% will be good enough to push your final mark to a pass.

(3) Your year mark of 59% will be good enough to push your final mark to a pass at 50.75%

(4) Your year mark will have no effect on your final mark.

5. In geographical terms, "**situation"**, can be defined as … .

(1) a region on Earth

(2) a certain time zone allocated to an area

(3) the physical character of a place

(4) the location of a place relative to other places

(5) the absolute location of a place

6. Geographers usually describe the location of a place by referring to ... .

(1) site, which gives the location of a place relative to other places

(2) its positioning relative to the east-west oriented meridians

(3) situation, which provides the physical characteristics of a place

(4) its positioning in the geographic grid

7. The internet and other electronic communications form part of globalisation, which consequently lessens the effect of … .

(1) hierarchical diffusion

(2) density distribution patterns

(3) a formal region

(4) relocation diffusion

(5) distance decay

8. Three basic concepts that geographers often refer to when explaining the **interrelatedness** between places are … .

(1) scale, space and connection

(2) country, region and town

(3) railroads, shops and markets

(4) distance, area and location

9. The hydrosphere forms part of Earth's physical system. Which **one** of the following statements about the hydrosphere is **correct**?

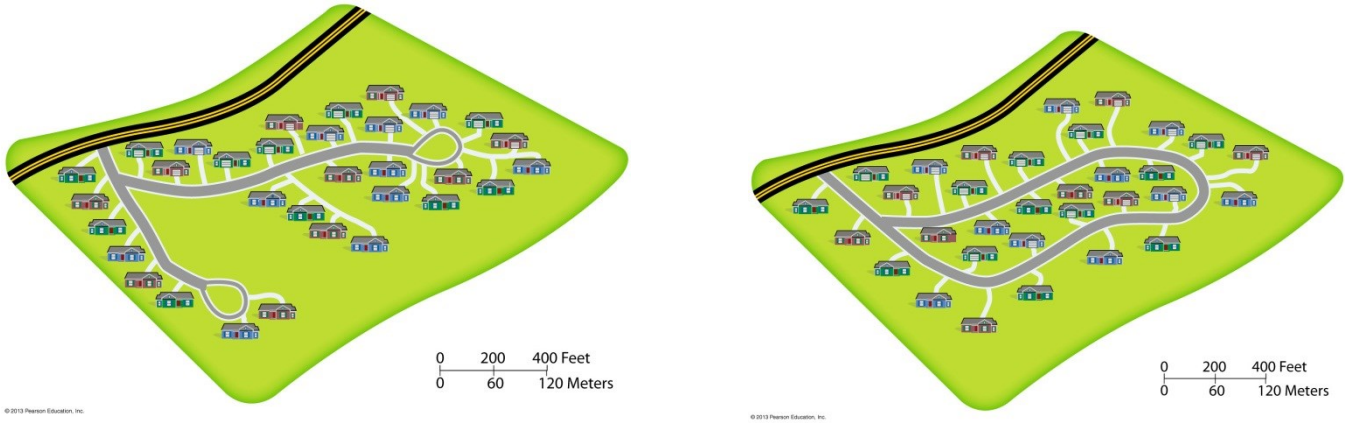
(1) It is a biotic system which contains all the water on and near the Earth.

(2) It is an abiotic system and is a thin layer of gases surrounding Earth.

(3) It is an abiotic system which contains all the water on and near the Earth.

(4) It is a biotic system and is a thin layer of gases surrounding Earth.

(5) It is a biotic system which contains all the living organisms on Earth.



Plan A Plan B

Figure 1: Subdivision plans for 32 homes (Figure 1.9.1 in prescribed textbook)

10. Which **one** of the following statements best describes the distribution pattern displayed by the two subdivision plans for 32 homes in Figure 1?

(1) The two plans are of the same pattern but differ in concentration.

(2) The homes in the two plans are dispersed similarly.

(3) The two plans have the same density but differ in concentration.

(4) The two plans differ in density but are the same in concentration.

(5) The two plans are of the same density and concentration.

11. The argument that favourable climatic conditions in a region or country leads to better performance by humans is referred to as … .

(1) fundamentalism

(2) environmental determinism

(3) possibilism

(4) area analysis

(5) geographical systems analysis

12. Which **one** of the following sets of properties is used by geographers to describe the **spatial distribution** of phenomena?

(1) density, concentration and pattern

(2) diffusion, distance decay and connection

(3) length, width and depth

(4) weight, mass and gravity

13. If working with the global scale as context, geographers would be inclined to analyse ... .

(1) characteristics at a specific place

(2) broad, worldwide patterns of phenomena

(3) distribution patterns of phenomena on large scale maps

(4) people-environment interactions in a specific region

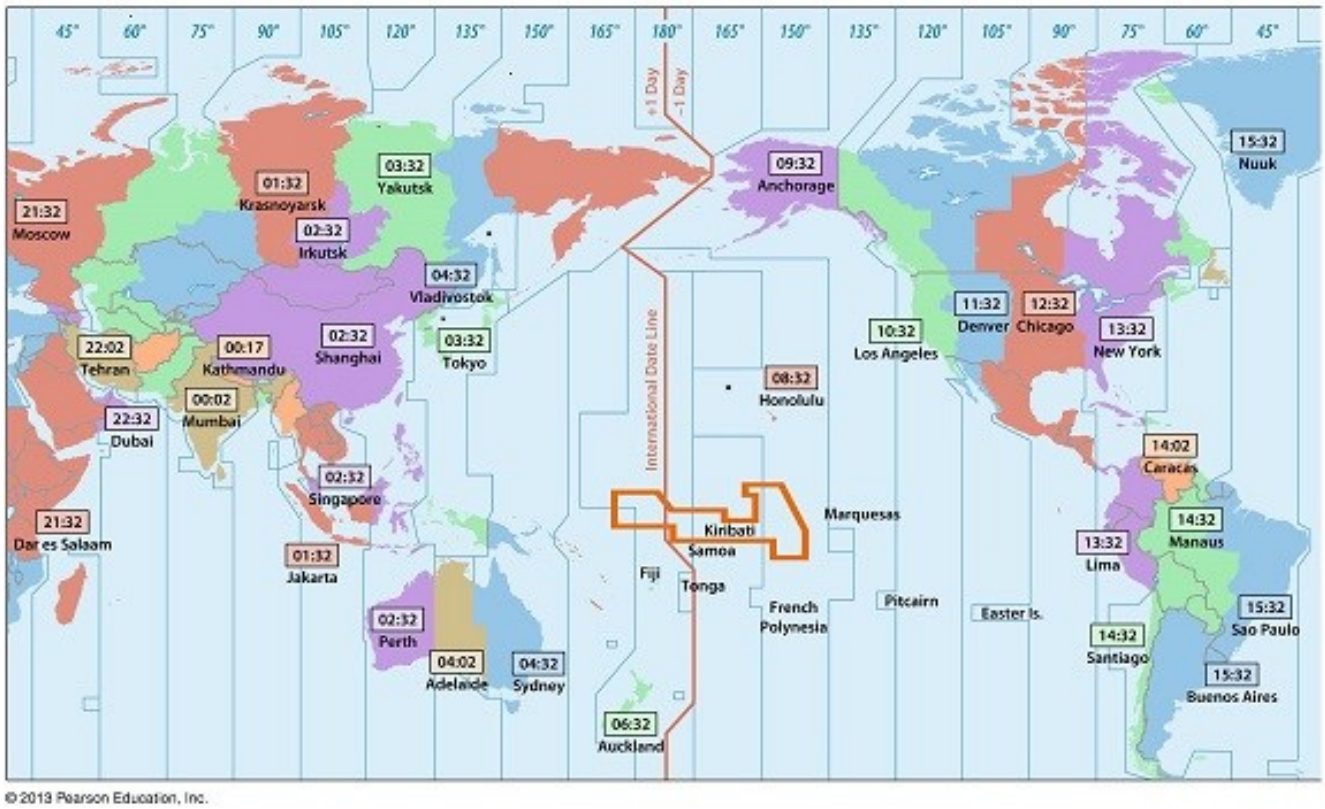


Figure 2: Extract from world time zone map (Figure 1.4.4 in prescribed textbook)

14. Consider the scenario that you are on board a flight that departed 16 April 10:30 am from Sydney to New York (refer to Figure 2 for orientation). Flying time is 10 hours and you will be crossing the International Date Line from west to east. On which date and at what time will you arrive in New York?

(1) 17 April; 05:30 am

(2) 16 April; 05:30 am

(3) 16 April; 20:30

(4) 16 April; 00:30

(5) 15 April; 15:30

15. Global literacy question: Tropical Cyclone Idai was one of the worst tropical cyclones on record to affect Africa and the Southern Hemisphere. This storm caused catastrophic damage in ..., ... and ... during March 2019 leaving more than 1200 people dead and thousands more missing.

(1) Botswana, South Africa and Namibia

(2) South Africa, Lesotho and Swaziland

(3) Tanzania, Uganda and Kenia

(4) Mozambique, Malawi and Zimbabwe

9.2 Assignment 02 for Semester 1

SEMESTER 1

ASSIGNMENT 02 **UNIQUE NUMBER: 8404622** **DUE DATE: 2020-03-23**

CONTRIBUTION TO YEAR MARK: 65%

This assignment takes the form of a mini project in which you will discover more about the way that people engage with the Earth, the spatial patterns and associations that can be observed in this regard and how we can map these patterns to understand them better. This assignment requires answers which you need to compile yourself, which differs from the multiple-choice format of Assignments 01 and 03.

Required study material

You are required to consult the following maps (all taken from the prescribe textbook) in this tutorial letter:

- Figure 3 – Major climate types (Figure 2.11.1 in prescribed textbook)
- Figure 4 – Subsistence agriculture (Figure 10.5.1 in prescribed textbook)
- Figure 5 – Commercial agriculture (Figure 10.5.3 in prescribed textbook)
- Figure 6 – HDI (Human Development Index) (Figure 9.1.1 in prescribed textbook)
- Figure 7 – Labour force engaged in agriculture (Figure 10.6.1 in prescribed textbook)

Note that all these maps, especially Figures 3, 4 and 5 will be easier to interpret if consulting their coloured versions in the electronic copy of this tutorial letter on myUnisa or the relevant figures in the prescribed textbook.

Instructions and advice

- Four questions are provided. **ALL** four questions need to be completed and submitted.
- Your answers need to be labeled clearly in the assignment that you submit.
- The length of the answers depends on the type of questions. Guidance about this is provided with each of the questions.
- After you completed your assignment, you should preferably submit it in electronic format via myUnisa, although assignments received as hard copies will be accepted. However, if submitted online, you will receive feedback quicker.
- Convert your assignment to PDF before submitting. This is the only format that will be accepted for assignments submitted via myUnisa. Therefore you need to convert your Word document to PDFbefore submitting it.
- **IMPORTANT:** Direct copying from sources and presenting it as your own work is unacceptable and if detected may lead to a score of 0% for the assignment. The same applies for students who copy their assignments from each other. Therefore you need to make sure that you submit original work and include references correctly, if applicable.
- It is compulsory to fill in, sign and include a declaration that the assignment you submitted is your own work. Include this as the first page of your assignment. You can use the

declaration form included as Annexure B at the end of this tutorial letter. If this declaration has not been included, or amounts to a false declaration, you run the risk of getting a score of 0%.

Grading of your answers

- This assignment counts 50 marks.
- **Questions 1 and 2 are self-mark questions.** This is because the answers to these two questions are very direct, which makes it possible for you to mark them yourself, with the assistance of the guideliners supplied by us. If completed and included in your assignment, you will get 5 marks for your answers to each of these questions. **You therefore need to make sure to include your completed answers to Questions 1 and 2 in your submitted assignment, else you will not get any marks for these.**
- **Questions 3 and 4 will be marked by the lecturers/markers.** These questions count 20 marks each. Feedback on these questions will be supplied in Tutorial letter 201.

QUESTIONS

Question 1

Use Figures 3, 4, 5, 6 and 7 in this tutorial letter to complete Table 1.

Length guideline: Fill-in each cell of the table as concise as possible, just give the type/value/percentage. No description or discussion is required.

Table 1: Country comparison

Country	Predominant climate type	Predominant type of agriculture (subsistence or commercial)	HDI	Percentage (%) of labour force engaged in agriculture
DRC				
Mongolia				
Germany				
Uruguay				

[Self-mark, if done and submitted 5 marks will be allocated]

If your specific answers to this question contributed to the marks for the assignment, one mark would have been allocated for the correct completion of each cell, but since it is a self-mark excercise, we will not allocate marks in this way but just check if you have done it. Please make sure to include the completed table in your submitted assignment.

Question 2

Use the maps in Figures 5 and 6 in this tutorial letter to answer Questions 2.1 to 2.5.

Length guideline: A short paragraph of 50-100 words per question would be sufficient.

2.1 Classify each one of these maps as either a qualitative, a choropleth or a flow map, and include a reason for each of your choices.

2.2 Identify the type of data that you can get from each one of these maps as either nominal or ratio. Include a reason for each of your choices.

2.3 Convert the line scale provided for the map in Figure 5 to a ratio scale AND explain the meaning of this scale.

2.4 Identify the scale used for the map in Figure 5 as either a large or a small scale AND explain why this is a suitable scale for this type of map.

2.5 Classify the type of projection that has been used for the map in Figure 5 as either a conformal, equal area or azimuthal projection. Explain why it is a suitable projection for this type of map with reference to the distortions that are minimised.

[Self-mark, if done and submitted 5 marks will be allocated]

If your answers to Question 2.1 to 2.5 contributed to the marks for the assignment, they would have been allocated about 4 marks each, but since it is a self-mark excercise, we will not allocate marks in this way but just check if you have done it. Please make sure to include your answers to Questions 2.1 to 2.5 in your submitted assignment.

Question 3

Refer to the maps in Figures 3 and 4 in this tutorial letter and consider the spatial distribution of climate types and subsistence agriculture over the world. Also consider the associations and relationships between the spatial patterns on these maps.

Now answer all of Questions 3.1 to 3.7.

Length guideline: Questions of 2 to 3 marks require very short answers – respond very briefly and mention specifically just what is asked. Questions of 4 marks require slightly longer answers, about 100 words for each of these should be sufficient.

3.1 Give the names of three countries where shifting cultivation is predominant, and provide the predominant climate type/s for each of these countries. (3)

3.2 Briefly describe the spatial distribution pattern of shifting cultivation over the world. (2)

3.3 What climate type is typically associated with shifting cultivation? Explain the reasons for this association. (3)

3.4 Give the names of three countries where pastoral nomadism is predominant, and provide the predominant climate type/s for these countries. (3)

3.5 Briefly describe the spatial distribution pattern of pastoral nomadism over the world (2)

3.6 What climate type is typically associated with pastoral nomadism? Explain the reasons for this association. (3)

3.7 Apart from the type of climate, provide other reasons for the predominance of subsistence agriculture in the countries you identified in Questions 3.1 and 3.4. (4)

[Marked by lecturers/markers; Count 20 marks]

Question 4

Refer to the maps in Figures 6 and 7 in this tutorial letter and consider the spatial distribution of the human development index (HDI) and labour force engaged in agriculture over the world. Also consider the associations and relationships between the spatial patterns on these maps.

Now answer all of Questions 4.1 to 4.8.

Length guideline: Questions of 2 to 3 marks require very short answers – respond very briefly and mention specifically just what is asked. Questions of 4 marks require slightly longer answers, about 100 words for each of these should be sufficient.

4.1 Using the DRC, Mongolia, Uruguay and Germany as examples, briefly describe and provide reasons for the spatial distribution pattern of HDI over the world. (4)

4.2 Using the DRC, Mongolia, Uruguay and Germany as examples, briefly describe and provide reasons for the spatial distribution pattern of the labour force engaged in agriculture over the world. (4)

4.3 From your observations in Questions 4.1 and 4.2, what can you say about the association between the distribution patterns of HDI and labour force engaged in agriculture? (2)

4.4 Explain the reasons for the association that you identified between the distribution patterns of HDI and the labour force engaged in agriculture in Questioin 4.3. (4)

4.5 Explain how the association you identified in Question 4.3 relates to the distribution patterns of subsistence and commercial agriculture (Figures 4 and 5). (4)

4.6 Give your view of the role that physical factors (e.g. climate – Figure 3, but also think about soil, landscape features and biomes) play in the type of association between agriculture and development which you identified in Questions 4.3 and 4.5. (2)

[Marked by lecturers/markers; Count 20 marks]

[TOTAL MARKS FOR ASSIGNMENT 02: 50]

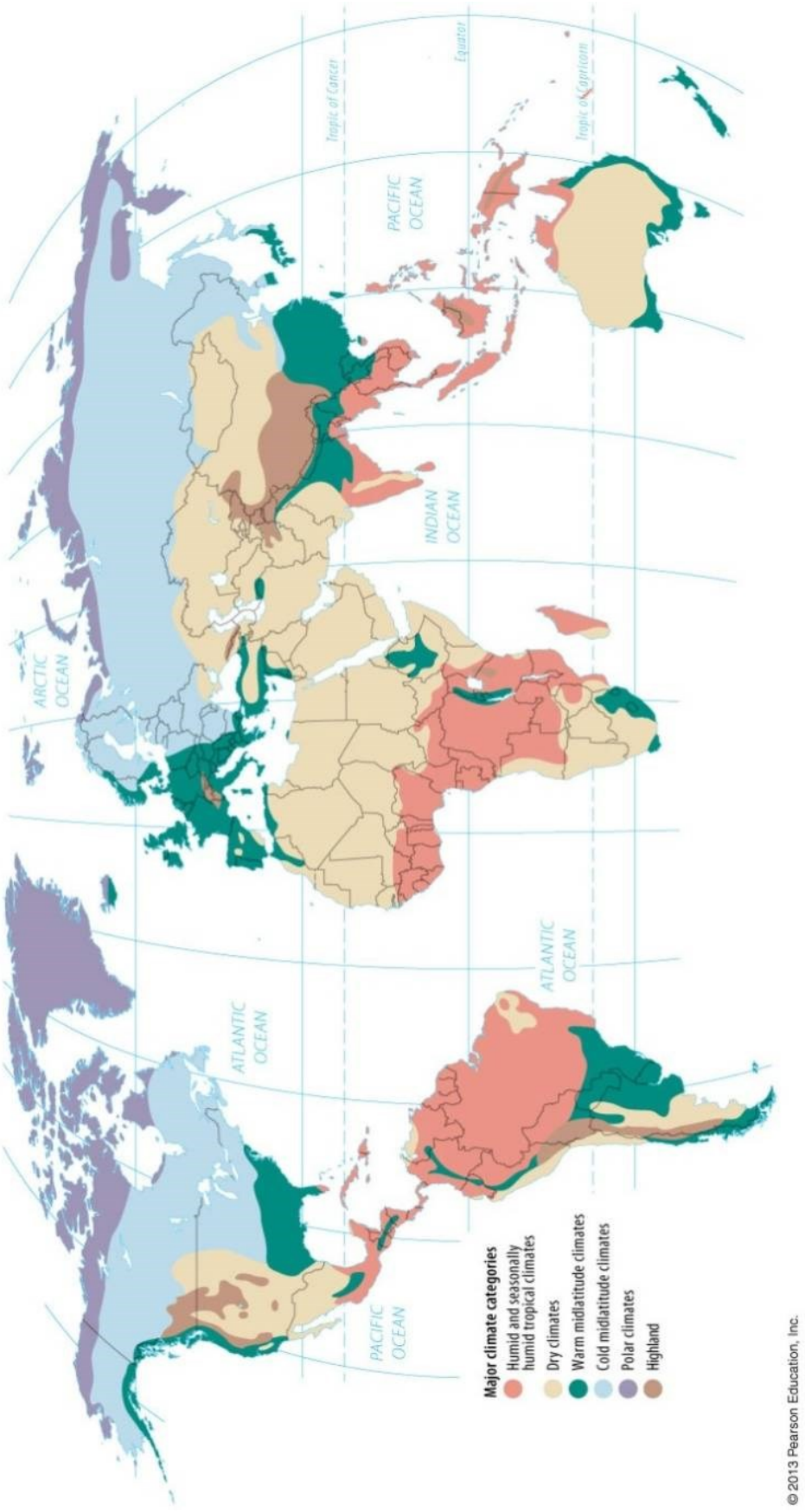


Figure 3: Major climate types (Figure 2.11.1 in prescribed textbook)

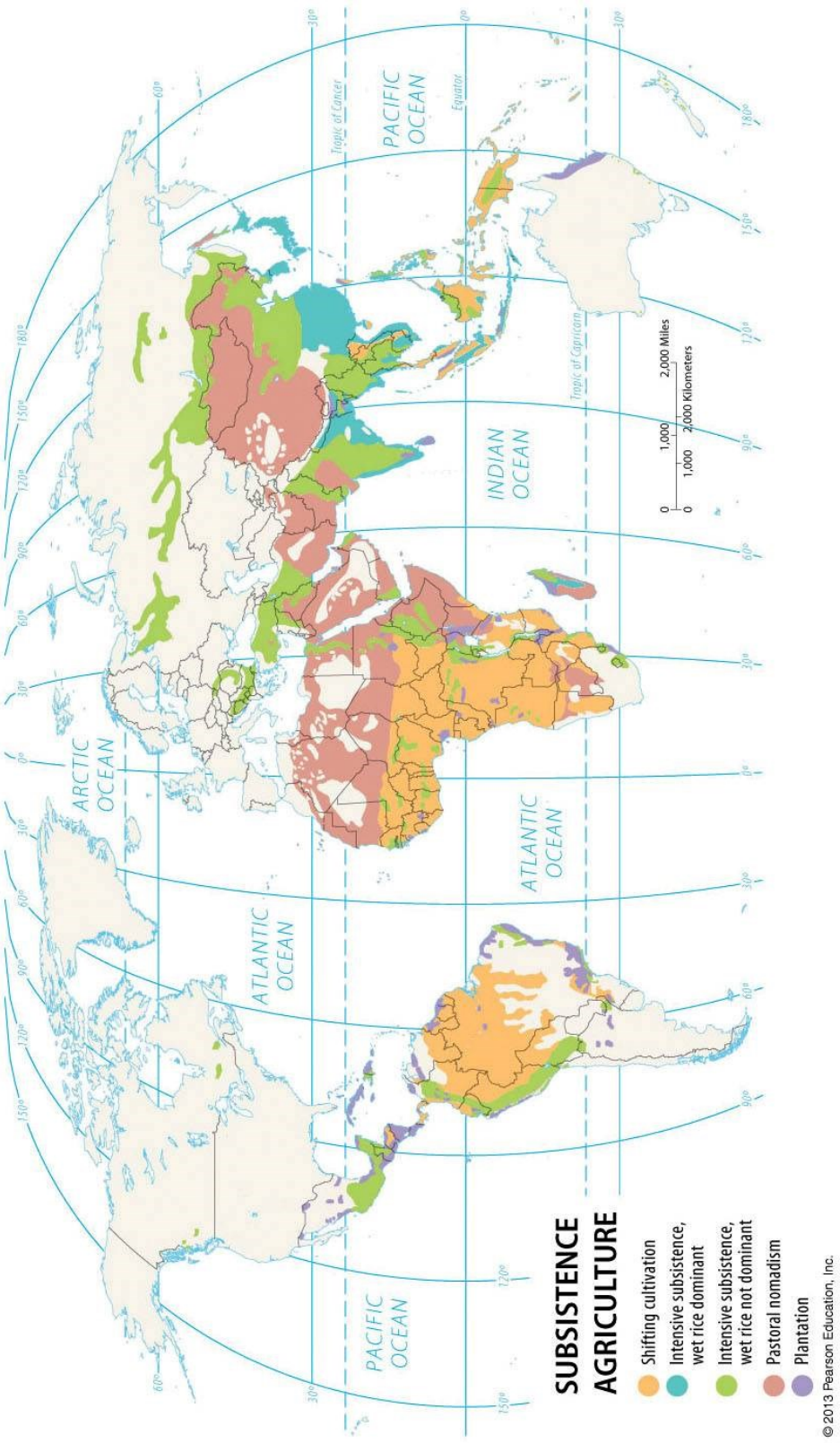


Figure 4: Subsistence agriculture (Figure 10.5.1in prescribed textbook)

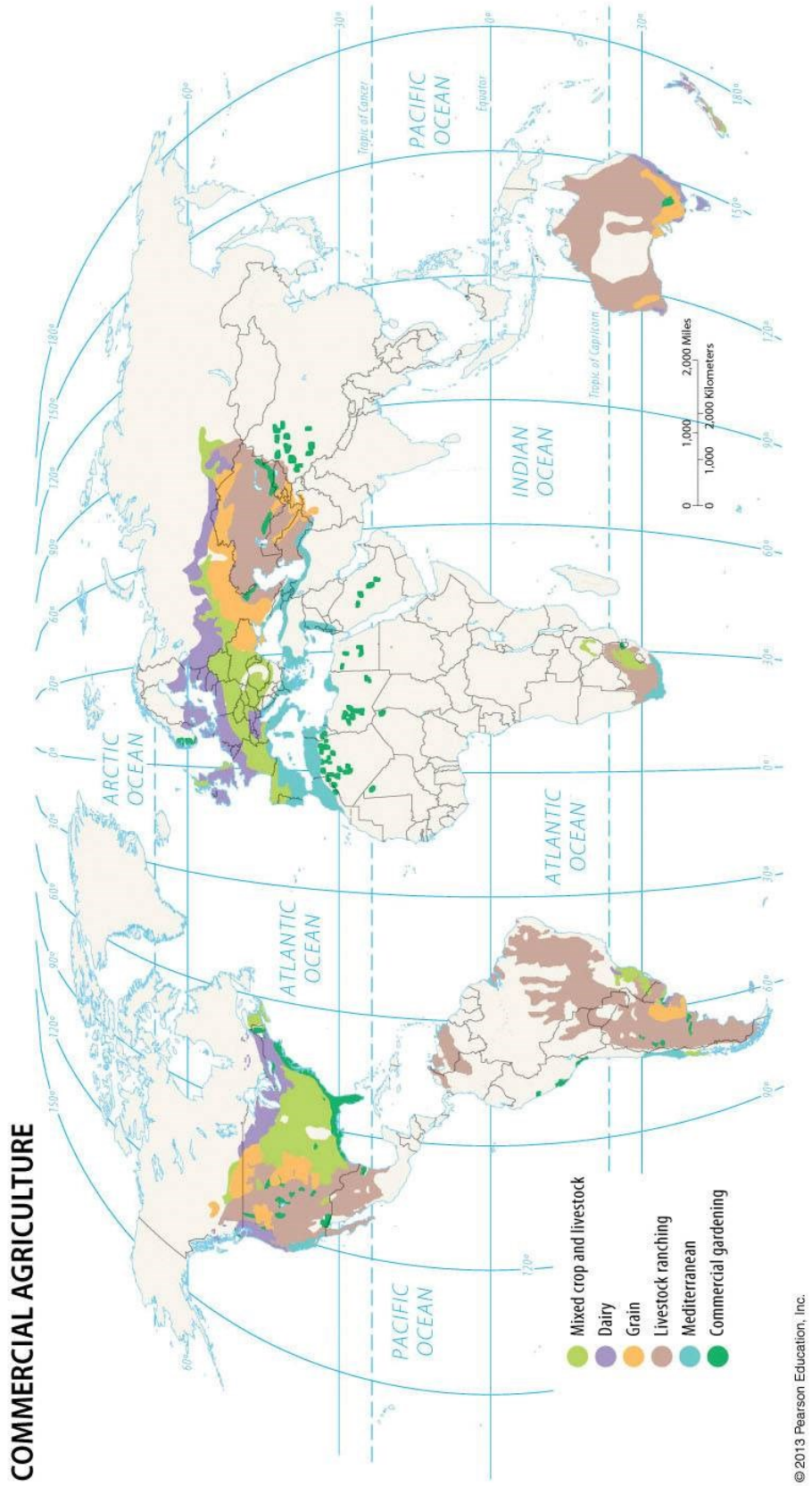


Figure 5: Commercial agriculture (Figure 10.5.5 in prescribed textbook)

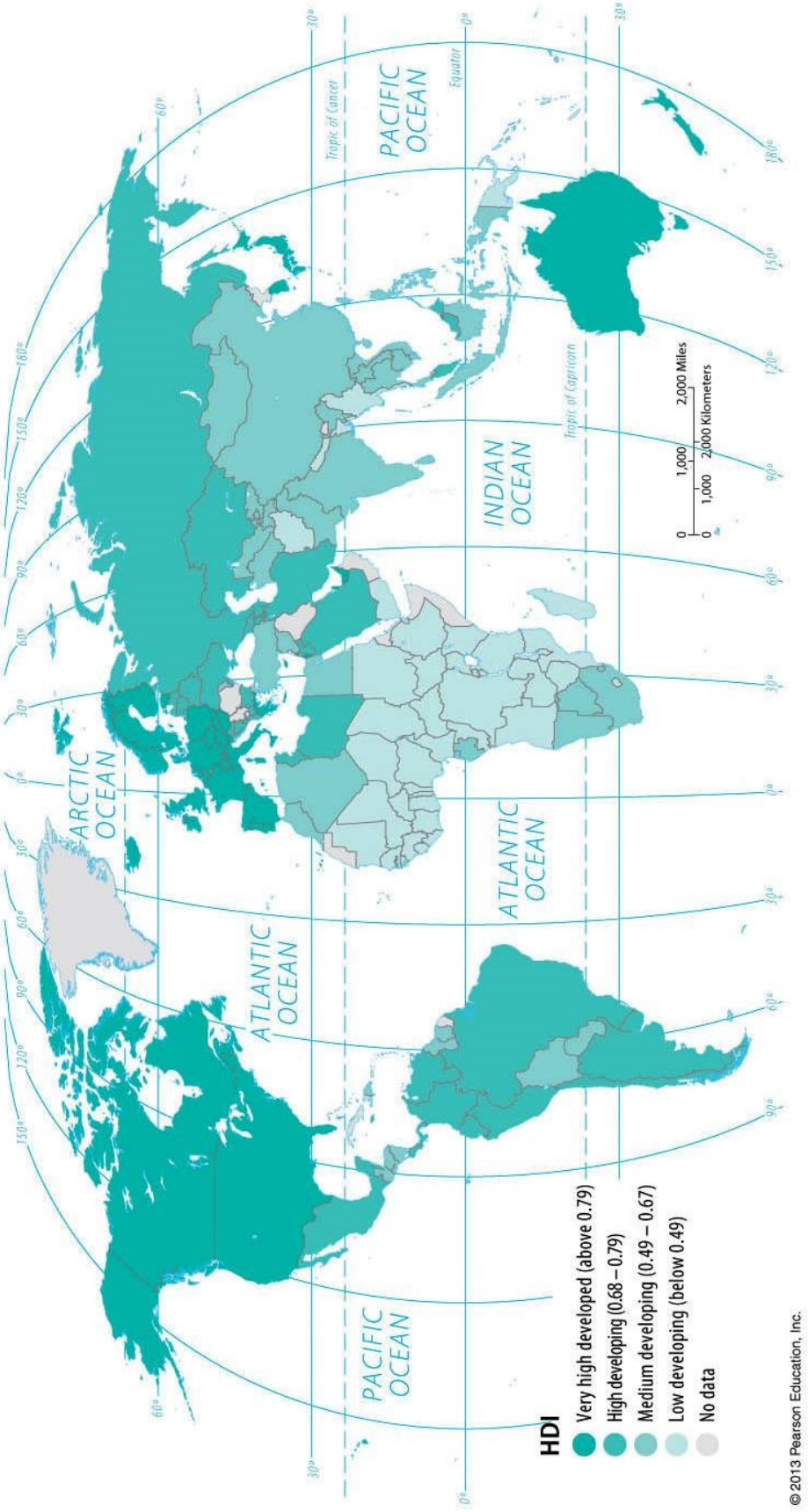


Figure 6: HDI (Figure 9.1.1 in prescribed textbook)

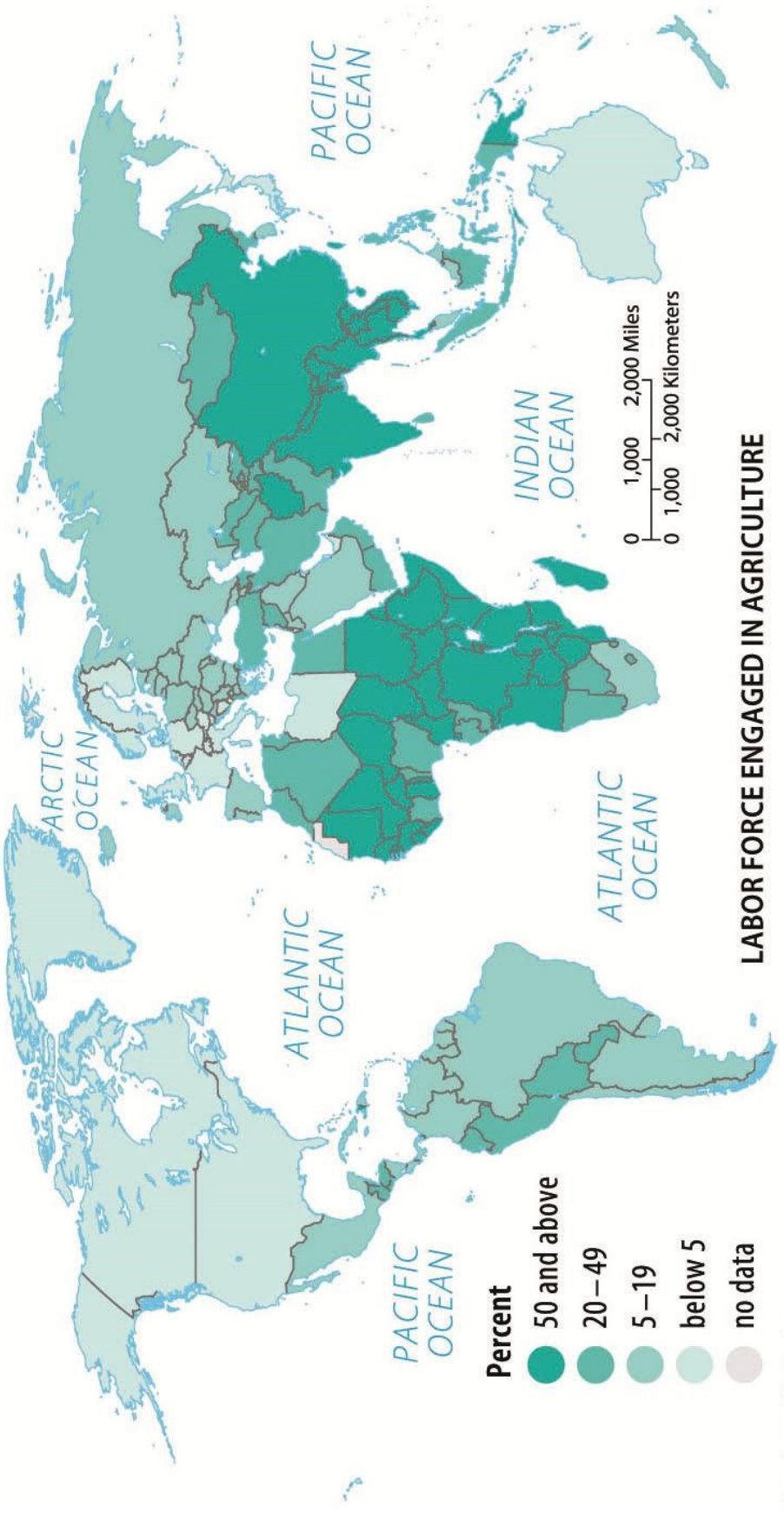


Figure 7: Labour force engaged in agriculture (Figure 10.6.1 in prescribed textbook)

9.3 Assignment 03 for Semester 1

SEMESTER 1

ASSIGNMENT 03 UNIQUE NUMBER: 611253 DUE DATE: 2020-04-17

CONTRIBUTION TO YEAR MARK: 25%

Assignment 03 is another multiple-choice question (MCQ) assignment and based on the contents of Learning units 2 to 7. This assignment consists of 30 multiple-choice questions, each with four or five options from which you have to select the answer. Make sure that you are aware of all the possible answers for each question — it might be that the options for a specific question appear at the bottom of one page and continue at the top of the next page. This assignment contributes 25% towards your year mark. Once completed, you can submit your answers via myUnisa or by mark-reading sheet. Make sure that you provide your student number, module code and unique assignment number on the mark-reading sheet before you submit. Please note that students may not submit assignments to lecturers by fax or by e-mail.

QUESTIONS

Key processes of the physical environment

1. The tropical forest biome is characterised by ..., which are low in nutrients as a result of the ... of soluble minerals from the soil as a result of the wet climate.

(1) aridisols; absorption

(2) alfisols; erosion

(3) histosols; freezing

(4) mollisols; evaporation

(5) oxisols; leaching

2. The probability that an explorer will find some of the wettest places on Earth is the highest ... .

(1) in areas close to 25° N and 25° S

(2) near the equator

(3) in areas where high atmospheric pressure dominate

(4) in the polar areas

(5) in coastal areas washed by cold currents

3. The tsunamis which are frequently experienced in Southeast Asia, are the result of ... .

(1) the widespread occurence of poverty in Southeast Asia

(2) long-term changes in the Earth's climate

(3) mining activities

(4) variations in the Earth-Sun geometry over time

(5) earthquakes along tectonic plate boundaries on the ocean floor

4. Which **one** of the following statements on the role of weathering or erosion to shape landscapes is **not true**?

(1) Weathered material is moved downhill through surface erosion or mass movement.

(2) Erosion is usually much more rapid on gentle than on steep slopes.

(3) Over time streams erode downwards, creating networks of channels and associated valleys.

(4) After mountain-building processes have lifted rocks up, they are broken down by physical and chemical processes.

5. Which **one** of the following sets of major biomes and climate types are associated with convectional rain and the ITCZ?

(1) ice cap; polar climates

(2) tropical forest; humid and seasonally humid tropical climates

(3) tundra; humid and seasonally humid tropical climates

(4) mediterranean woodland shrub; warm mid-latitude climates

(5) desert and desert shrub; dry climates

Patterns and trends of the global population

6. In developing countries, the ... is generally much lower than in developed countries.

(1) agricultural density

(2) percentage of women using family planning

(3) natural increase rate

(4) crude death rate

(5) crude birth rate

7. Which **one** of the following observations on the changing nature of population is **true**?

(1) The highest crude birth rates are in Europe and the lowest in sub-Saharan Africa.

(2) The natural increase rate in Europe is negative, implying that in the absence of immigrants, the population is actually declining.

(3) If the crude birth rate of a country is 20 per 1 000 persons per year and the crude death rate is 5 per 1 000 persons per year, the natural increase rate is 15% per year.

(4) Regional differences in natural increase rates show that most of the people currently added to the world population live in countries that are able to support them.

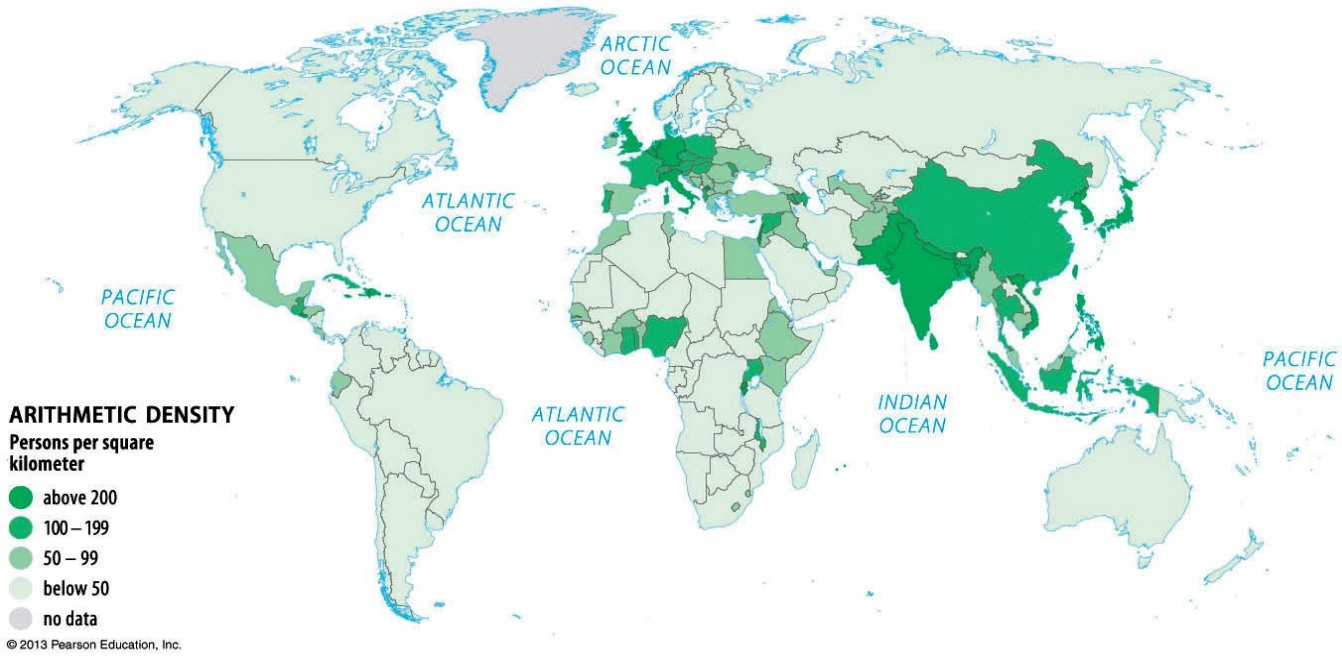


Figure 8: Arithmetic population density (Figure 5.2.1 in the prescribed textbook)

8. With reference to the map in Figure 8, which **one** of the following statements about the world distribution pattern of arithmetic population density is **true**?

(1) Europe can be generally considered as sparsely populated, due to having an arithmetic population density below 50 persons per square kilometre.

(2) Countries in southern America generally have a realtively high arithmetic population density.

(3) South east Asia generally has an arithmetic population density above 200 persons per square kilometre.

(4) The majority of countries in Africa have a relatively high arithmetic population density.

9. Which **one** of the following statements referring to the phenomenon of overpopulation is **not true**?

(1) Overpopulation depends on the relationship between the number of people and the available resources.

(2) Overpopulation occurs when the number of people in an area exceeds the capacity of the environment to support life at a decent living standard.

(3) The arithmetic population density provides a better indication of overpopulation than the physiological or agricultural population density.

(4) Overpopulation is a problem associated with developing countries rather than with developed countries.

10. Which **one** of the following observations is **not** a characteristic of forced migration?

(1) Political causes of forced migration typically involve armed conflict or discrimination.

(2) Forced migration currently involves more people than labour migration.

(3) Displacement is concentrated in poor, unstable and conflict-prone areas.

(4) Natural disasters such as floods, earthquakes and tsunamis have always forced people to relocate.

The global cultural mosaic

11. Which **one** of the following statements on the distribution pattern and diffusion of languages over the world is **not true**?

(1) Languages diffuse from their place of origin mainly through migration.

(2) There is general agreement on when and where Indo-European languages developed.

(3) The Indo-European languages are the world's most widely spoken language family.

(4) Japanese is an example of an isolated language, unrelated to other language families.

(5) Dialects within languages emerge through migration and isolation

12. A dominant religion found in North America is … .

(1) Eastern Orthodoxy

(2) Hinduism

(3) Protestantism

(4) Animism

(5) Buddhism

13. Ethnic boundaries between states is an example of a cultural boundary which coincides with ... .

(1) physical features as deserts

(2) topographic features as mountain ranges

(3) differences in language and religion

(4) water features such as rivers, lakes and the oceans

14. Which **one** of the following statements about universalizing religions is **true**?

(1) Universalizing religions honour holy places associated with the founder's life.

(2) Universalizing religions appeal primarily to one group of people living in one place.

(3) Universalizing religions are concentrated around their place of origin.

(4) In universalizing religions, the calendar and beliefs in the origin of the universe are grounded in the physical environment.



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Figure 9: Map of some countries in East Africa (Figure 8.2.2 in the prescribed textbook)

15. Refer to Figure 9 and the shape of the various states as shown on the map. Uganda is regarded as a(n) … state .

(1) perforated

(2) elongated

(3) compacted

(4) fragmented

Making (and earning) a living

16. Which **one** of the following characteristics would generally be applicable to developing countries?

(1) people more productive and possess more goods than in developed countries

(2) bulk of workers active in consumer, business and public services

(3) much higher contribution to GDP from tertiary sector workers than for developed countries

(4) higher share of population involved in primary and secondary sector than for developed countries

17. Regarding urbanisation, a comparison between developed and developing countries reveals that ... .

(1) several of the most populous cities in developing countries rank among the world's most important business service centres

(2) a higher percentage of people live in urban areas in developed than in developing countries

(3) none of the world's largest cities are in developing countries

(4) less than 25% of people live in urban settlements in developed countries

18. Subsistence farming is characterised by … , while commercial farming … .

(1) the presence of many large farms; utilises hand tools and animal power to perform work

(2) a relatively small percentage of workers on farms; relies on scientific advances to improve productivity

(3) the use of machinery to perform work; relies on electronic devices such as GPS to conduct their operations

(4) a relatively high percentage of workers on farms; is highly mechanised

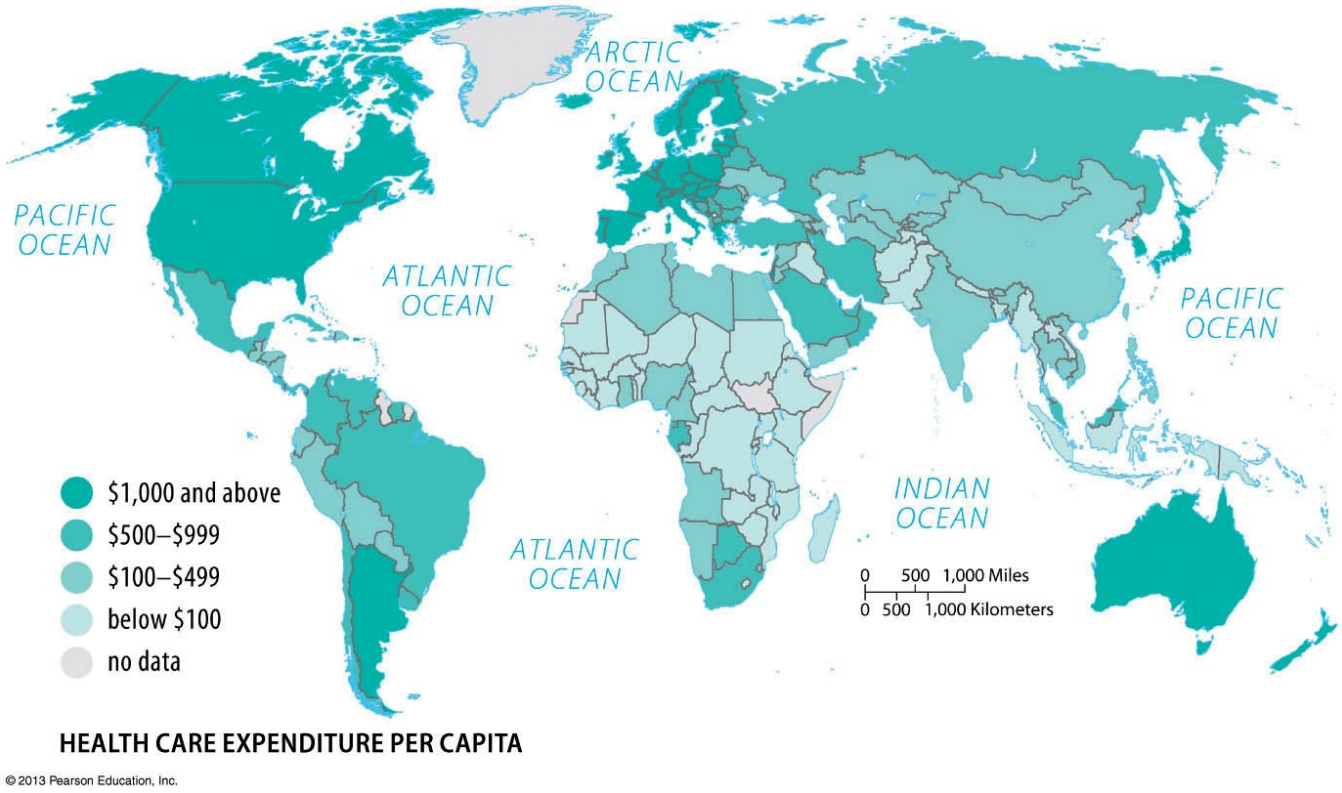


Figure 10: Annual heath care expenditure ($) per capita (Figure 9.4.5 in prescribed textbook)

19. With reference to Figure 10, showing the global spatial distribution of the annual health care expenditure ($) per capita, which **one** of the following observations is **true**?

(1) Developing countries spend much more annually per capita on health care than developed countries.

(2) The Democratic Republic of Congo spends $1000 and above per capita on health care annually.

(3) Africa is the one continent that displays a strikingly low expenditure per capita on health care annually.

(4) Brazil spends below $100 per capita on health care annually.

(5) Tanzania has a higher expenditure per capita on health care annually than Canada.

20. The United Nations found that women in less developed regions of the world are ... than women in more developed regions.

(1) less likely to die during childbirth

(2) more likely to hold seats in the national legislature

(3) less likely to hold full-time jobs outside the home

(4) more likely to have completed high school

Resources: Use and abuse

21. According to the economic principles governing resource use, ...

(1) the price consumers are willing to pay for a resource is unrelated to their desire to have it

(2) the greater the demand for a resource, the lower its price will be

(3) resources acquire a monetary value through exchange in the market place

(4) the costs of pollution control should be carried by end-consumers and not by producers or manufacturers

22. The ratio of oil reserves to annual production (R/P) is an indication of … .

(1) how much oil each OPEC country is allowed to produce

(2) how much oil countries are allowed to hold in reserve

(3) the price per barrel as determined by the total output around the world

(4) the number of years the known oil reserves will last

(5) the effect of non-OPEC countries on total world oil production

23. … refers to the efficient use and careful management of resources to attain the maximum possible benefits from them.

(1) Preservation

(2) Exploitation

(3) Sustainability

(4) Mismanagement

(5) Conservation

24. What is the greatest problem associated with nuclear energy?

(1) energy production is relatively environmentally friendly

(2) energy production emits large amounts of carbon dioxide

(3) there is a risk of radioactive leakage and contamination

(4) energy production requires large amounts of fossil fuels

Geographical data: Nature, sources and representation

25. Which **one** of the following characteristics is **not** typical of modern-day geographical information systems?

(1) Information stored in layers each representing a different characteristic

(2) Reliance on paper-based maps

(3) Useful for storing and manipulating complex maps

(4) Suitable for application in various fields, including planning, decision making and management

26. Which **one** of the following observations would be relevant for map projections that distort size but preserve shape?

(1) Objects in one part will appear just as large as they actually are in relation to objects in another part of the map.

(2) The shapes of objects are stretched more in some parts of the map than in other parts.

(3) These are referred to as conformal projections, with the Mercator projection a well-known example.

(4) The scale in one part of the map is the same than in all other parts of the map.

27. As a travel agent, your task is to plan a tour of Africa for a client. The scale printed on the map is 1:50 000 000. Which **one** of the following explanations would you be able to use to explain to your client what this scale means?

(1) 5 km in reality is represented by 1 cm on the map

(2) 1 cm on the map represents 500 km in reality

(3) 50 cm in reality represents 50 000 000 cm on the map

(4) 1 km in reality is represented by 5 cm on the map

28. Figure C can be regarded as a choropleth map, because the map … .

(1) use different colours to show differences between areas

(2) use points to show the location or distribution of a feature

(3) use colour or shading to show quantities of the phenomena in different areas

(4) intentionally distorts the sizes of various features

29. Which **one** of the following statements about the geographic grid is **not true**?

(1) Every meridian has the same length and the same beginning and end points.

(2) Parallels are drawn around the globe parallel to the Equator at right angles to the meridians.

(3) The Equator represents 0° longitude, and the North and South Poles 90° North and 90° South longitude respectively.

(4) The Equator is the parallel with the largest circumference of all parallels.

30. An important difference between a world map and a map of the inner part of a city is that the world map would have a … scale, while the map of the inner part of the city would have a … scale.

(1) small; large

(2) absolute; relative

(3) word; line

(4) ratio; azimuthal

(5) large; small

10 ASSIGNMENTS FOR THE SECOND SEMESTER

10.1 Assignment 01 for Semester 2

SEMESTER 2

ASSIGNMENT 01 UNIQUE NUMBER: 645595 DUE DATE: 2020-08-03

CONTRIBUTION TO YEAR MARK: 10%

This assignment consists of 15 multiple-choice questions. Each of these questions provide four or five options, from which you have to select the answer. This assignment contributes 10% towards your semester mark. The questions refer to information contained in this tutorial letter, relevant parts of the Unisa and myUnisa websites, Learning units 0 and 1 as well as the prescribed textbook. Once completed, you can submit your answers via myUnisa or by mark-reading sheet. Make sure that you provide your student number, module code and unique assignment number on the mark-reading sheet before you submit your assignment. Please note that students may not submit assignments to lecturers by fax or by e-mail.

QUESTIONS

1. Which **one** of the following myUnisa functions can you use to read or download Tutorial letter 101?

(1) discussion forums

(2) official study material

(3) announcements

(4) lessons

2. Which **one** of the following statements regarding Assignment 02 for GGH1501 (a written assignment) is **not true**?

(1) Written assignments (as Assignment 02) submitted electronically via myUnisa preferably have to be in PDF format.

(2) Assignment 02 can be handed in before the due date published in Tutorial letter 101.

(3) A declaration has to be submitted together with the assignment that it is your own work.

(4) At first-year level you are allowed to copy information from the internet without a proper reference to the source.

3. Which **one** of the following actions regarding seeking assistance with solving a problem related to myUnisa, will have the best effect?

(1) Contact the secretary of the Department of Geography at +27 (0) 11 471 3689

(2) Send an e-mail to myUnisaHelp@unisa.ac.za

(3) Send an e-mail to myLifeHelp@unisa.ac.za

(4) Contact the lecturer/s for GGH1502.

(5) Send a text message (SMS) to 43578.

4. Suppose you obtained 50% for each of Assignments 01, 02 and 03. Also suppose that your exam mark is 80%. Which **one** of the following statements is **true**?

(1) Your year mark for the semester will be 45%.

(2) Your final mark for the semester will be 65%.

(3) You will pass the module.

(4) The year mark of 50% will result in higher final marks than the mark obtained in the examination.

(5) The final result will be that you will need to write a supplementary examination.

5. Farmers in dry areas who select crops that are tolerant to the dry climate and who use irrigation to support crop growth is an example of … .

(1) environmental determinism

(2) spatial analysis

(3) possibilism

(4) diffusion

(5) connection between places

6. Area analysis is a process geographers use to survey, describe and compile geographic data by using the following three basic ideas:

(1) site, situation and region

(2) distribution, movement and density

(3) Earth's physical systems, biomes and human-environmental interaction

(4) models of spatial interaction, distribution and movement

7. Which **one** of the following examples does **not** illustrate the phenomenon of interaction between Earth's physical systems?

(1) the atmosphere which provides air to breathe for animals and humans

(2) the abiotic systems which provide humans with food

(3) the hydrosphere which provides water to drink for animals and humans

(4) the lithosphere where most plants and animals live

8. Using Figure 11, determine what time it is in Nuuk if it is 14:00 in Cape Town.

(1) 19:00

(2) 15:00

(3) 09:00

(4) 08:00

(5) 10:00

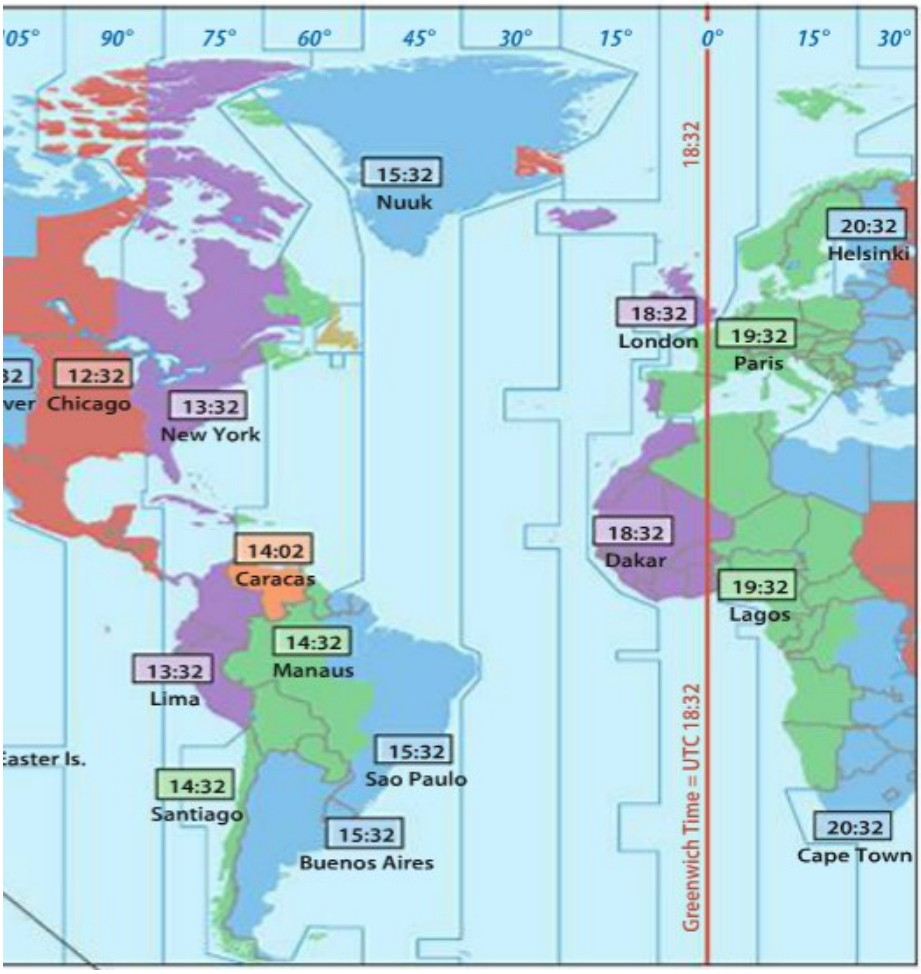


Figure 11: Extract from the time zones of the Earth (Figure 1.4.4 in prescribed textbook)

9. Modifying one's environment to suit one's own need, such as dikes to prevent flooding in the Netherlands, is an example of … .

(1) cultural ecology

(2) environmental determinism

(3) geographic system analysis

(4) possibilism

(5) area analysis

10. After Hurricane Katrina, many people moved away from New Orleans. As they settled elsewhere in the United States, they maintained their ways of doing things. This is an example of … .

(1) expansion diffusion

(2) relocation diffusion

(3) hierarchical diffusion

(4) contagious diffusion

(5) stimulus diffusion

11. The geographic concept that describes the fact that Africa does **not** have the same climate everywhere is referred to as … .

(1) relative location

(2) spatial association

(3) spatial location

(4) spatial variation

(5) long-term climate change

12. Which **one** of the following observations **does not** relate to spatial analysis as a method used by geographers to analyse geographic information?

(1) the distribution of a phenomenon in terms of its position, placement and/or arrangement throughout space

(2) the unique combination of physical and human characteristics (i.e. site characteristics) for each place on Earth

(3) the frequency of occurrence of a phenomenon in relation to a geographic area

(4) the geometric arrangement of objects in an area to form specific patterns

(5) the way through which an item or feature may spread across space through diffusion

13. Which **one** of the following statements about the concept of location is **not true**?

(1) Location is the position that something occupies on the Earth's surface.

(2) Location can be described by using place names, situation and site.

(3) A GPS is used to determine the exact location of something on the Earth's surface.

(4) Latitude and longitude can be used separately to identify locations.

(5) Location can be determined with the aid of the geographic grid.

14. The level of detail and the amount of area covered on a map depends on the …, which is the relationship of a feature's size on a map to its actual size on Earth.

(1) map shape

(2) map scale

(3) map projection

(4) map legend

(5) map colour

15. Global litreracy question: A well-known African city recently (2017-2018) faced a crises when the water levels of the dams supplying this city hovered between 15 to 30 percent of total dam capacity, with planning for "Day Zero" – when water levels fell below 13.5 percent. This made ... the first major city in the world to potentially run out of water.

(1) Harare

(2) Lagos

(3) Cape Town

(4) Cairo

(5) Dar Es Salaam

10.2 Assignment 02 for Semester 2

SEMESTER 2

ASSIGNMENT 02 UNIQUE NUMBER: 781748 DUE DATE: 2020-09-04

CONTRIBUTION TO YEAR MARK: 65%

This assignment takes the form of a mini project in which you will discover more about the way that people engage with the Earth, the spatial patterns and associations that can be observed in this regard and how we can map these patterns to understand them better. This assignment requires answers which you need to compile yourself, which differs from the multiple-choice format of Assignments 01 and 03.

Required study material

You are required to consult the following maps (all taken from the prescribe textbook) in this tutorial letter:

- Figure 12 – Major terrestrial biomes (Figure 4.8.2 in prescribed textbook)
- Figure 13 – January circulation patterns (Figure 2.6.2 in presicibed textbook)
- Figure 14 – Global distribution of earthquakes (Figure 3.3.3 in prescribed textbook)
- Figure 15 – Arithmetic population density (Figure 5.2.1 in prescribed textbook)
- Figure 16 – Natural increase rate (Figure 5.3.2 in prescribed textbook)
- Figure 17 – GNI (Gross National Income) per capita ppp (Figure 9.2.1 in prescribed textbook)
- Figure 18 – Urban settelements with at least 3 million inhabitants (Figure 12.10.3 in prescribed textbook)

Note that all these maps, especially Figures 12 and 14 will be easier to interpret if consulting their coloured versions in the electronic copy of this tutorial letter on myUnisa or the relevant figures in the prescribed textbook.

Instructions and advice

- Four questions are provided. **ALL** four questions need to be completed and submitted.
- Your answers need to be labeled clearly in the assignment that you submit.
- The length of the answers depends on the type of questions. Guidance about this is provided with each of the questions.
- After you completed your assignment, you should preferably submit it in electronic format via myUnisa, although assignments received as hard copies will be accepted. However, if submitted online, you will receive feedback quicker.
- Convert your assignment to PDF before submitting. This is the only format that will be accepted for assignments submitted via myUnisa. Therefore you need to convert your Word document to PDFbefore submitting it.
- **IMPORTANT:** Direct copying from sources and presenting it as your own work is unacceptable and if detected may lead to a score of 0% for the assignment. The same applies for students who copy their assignments from each other. Therefore you need to make sure that you submit original work and include references correctly, if applicable.
- It is compulsory to fill in, sign and include a declaration that the assignment you submitted is your own work. Include this as the first page of your assignment.You can use the declaration form included as Annexure B at the end of this tutorial letter. If this declaration has not been included, or amounts to a false declaration, you run the risk of getting a score of 0%.

Grading of your answers

- This assignment counts 50 marks.
- **Questions 1 and 2 are self-mark questions.** This is because the answers to these two questions are very direct, which makes it possible for you to mark them yourself, with the assistance of the guideliners supplied by us. If completed and included in your assignment, you will get 5 marks for your answers to each of these questions. **You therefore need to make sure to include your completed answers to Questions 1 and 2 in your submitted assignment, else you will not get any marks for these.**
- **Questions 3 and 4 will be marked by the lecturers/markers.** These questions count 20 marks each. Feedback on these questions will be supplied in Tutorial letter 201.

QUESTIONS

Question 1

Use Figures 12, 14, 15 and 17 in this tutorial letter to complete Table 2.

Length guideline: Fill-in each cell of Table 2 as concise as possible, just give the type/value/percentage. No description or discussion is required.

Table 2: Country comparison

Country	Predominant biome (limit to the two most dominant biomes)	Located in earthquake prone zone? (Yes/No)	Arithmetic population density (as an interval; persons per km^2)	GNI per capita ppp (as an interval; provide in $)
Philippines				
Italy				
Sudan				
Russia				

[Self-mark, if done and submitted 5 marks will be allocated]

If your specific answers to this question contributed to the marks for the assignment, one mark would have been allocated for the correct completion of each cell, but since it is a self-mark excercise, we will not allocate marks in this way but just check if you have done it. Please make sure to include the completed table in your submitted assignment.

Question 2

Use the maps in Figures 12, 13, 14, 17 and 18 in this tutorial letter to answer Questions 2.1 to 2.5.

Length guideline: A short paragraph of 50-100 words per question would be sufficient.

2.1 Classify each one of the maps in Figures 12 and 13 as either an isoline, qualitative or a choropleth map, and include a reason for each of your choices.

2.2 Identify and briefly explain the most important use for each one of the maps in Figures 14 and 17.

2.3 Use the information supplied by the line scale of the map in Figure 18 to determine the distance (in km) between Rio de Janeiro and Shanghai.

2.4 Use the map in Figure 14 to explain the frequent occurrence of earthquakes in Southeast Asia and then use the map in Figure 15 to explain the high fatality rates that usually accompany these events.

2.5 Consider the suitability of the chosen scale and projection used for the map in Figure 18 in terms of the purpose of this map and the type of information being displayed.

[Self-mark, if done and submitted 5 marks will be allocated]

If your answers to Question 2.1 to 2.5 contributed to the marks for the assignment, they would have been allocated about 4 marks each, but since it is a self-mark excercise, we will not allocate marks in this way but just check if you have done it. Please make sure to include your answers to Questions 2.1 to 2.5 in your submitted assignment

Question 3

Refer to the maps in Figures 12, 13, 14 and 15 in this tutorial letter and consider the spatial distribution of biomes, atmospheric pressure, earthquakes and arithmetic population concentration over the world. Also consider the associations and relationships between the spatial patterns on these maps.

Now answer all of Questions 3.1 to 3.8.

Length guideline: Questions of 2 marks require very short answers – respond very briefly and mention specifically just what is asked. Questions of 4 marks require slightly longer answers, about 100 words for each of these should be sufficient.

3.1 Very briefly explain the spatial association between the location of the major zone of desert biomes in the subtropics together with the dominace of a belt of high pressure cells. (2)

3.2 Compare the predominant biome(s) for Russia with its arithmetic population density and do the same for Sudan. What do you observe? (2)

3.3 Compare the predominant biome(s) for Italy with its arithmetic population density and do the same for the Philippines. What do you observe? (2)

3.4 From your observations in Questions 3.2 and 3.3, what can you say about the spatial association between biome types and arithmetic population density? (4)

3.5 Briefly explain the reasons for the association between certain types of biomes and either a low or high arithmetic population density as highlighted in your answer to Question 3.4. (4)

3.6 Consider the global distribution of earthquakes and provide a brief explanation of the major reasons for the specific distribution pattern that can be observed. (2)

3.7 Consider the arithmetic population densities of Italy and the Philippines in the context of the global distribution of earthquakes. What do you observe? What is the implications of this observation for fatalities during earthquakes? (2)

3.8 Speculate about a possible reason for the difference in arithmetic population density between countries with harsh biomes compared to countries prone to catastrophic earthquakes. (2)

[Marked by lecturers/markers; Count 20 marks]

Question 4

Refer to the maps in Figures 15, 16 and 7 in this tutorial letter and consider the spatial distribution of the arithmetic population density, the natural increase rate and the GNI per capita ppp. Also consider the associations and relationships between the spatial patterns on these maps.

Now answer all of Questions 4.1 to 4.7.

Length guideline: Questions of 2 marks require very short answers – respond very briefly and mention specifically just what is asked. Questions of 4 marks require slightly longer answers, about 100 words for each of these should be sufficient.

4.1 Using the Phillipenes, Russia, Sudan and Italy as examples, briefly describe and provide reasons for the spatial distribution pattern of the natural increase rate over the world. (4)

4.2 Compare the maps showing the distribition pattern of the arithmetic population density and the natural increase rate over the world and provide reasons for the correlation or lack of correlation of the patterns shown by these two maps. (4)

4.3 Again using the Phillipenes, Russia, Sudan and Italy as examples, briefly describe and provide reasons for the spatial distribution pattern of the GNI per capita ppp over the world. (4)

4.5 From your observations in Questions 4.1 and 4.3, what can you say about the spatial association between the distribution patterns of the natural increase rate and GNI per capita ppp? (2)

4.6 Briefly explain the reasons for the association between the natural increase rate and the GNI per cpaita ppp as highlighted in your answer to Question 4.5. (4)

4.7 Give your view of the role that physical factors (e.g. biomes – Figure 12, but also think about climate, landscape features and biomes) play in the type of associations between population and development which you identified in Question 4.5. (2)

[Marked by lecturers/markers; Count 20 marks]

[TOTAL MARKS FOR ASSIGNMENT 02: 50]

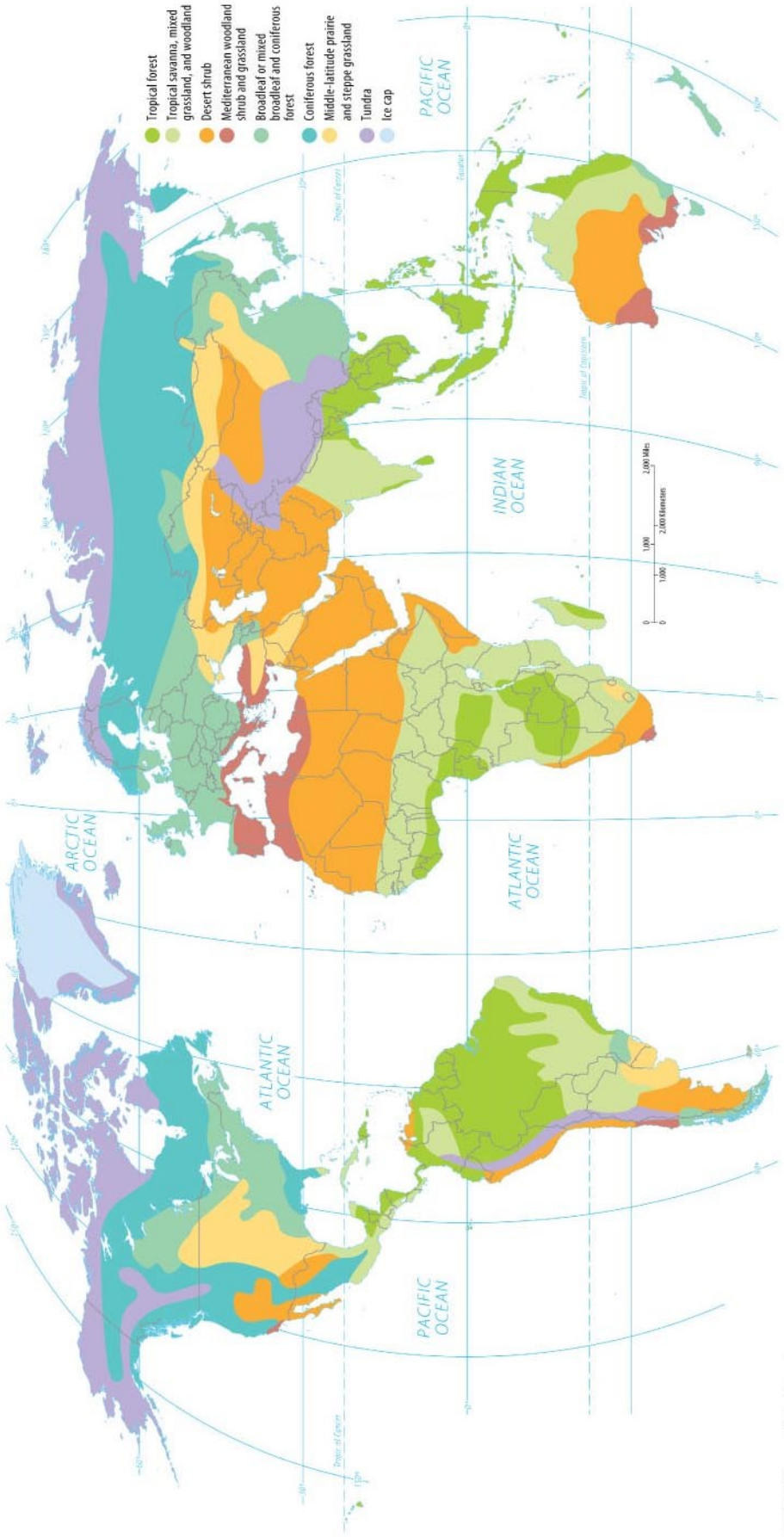


Figure 12: Major terrestrial biomes (Figure 4.8.2 in prescribed textbook)

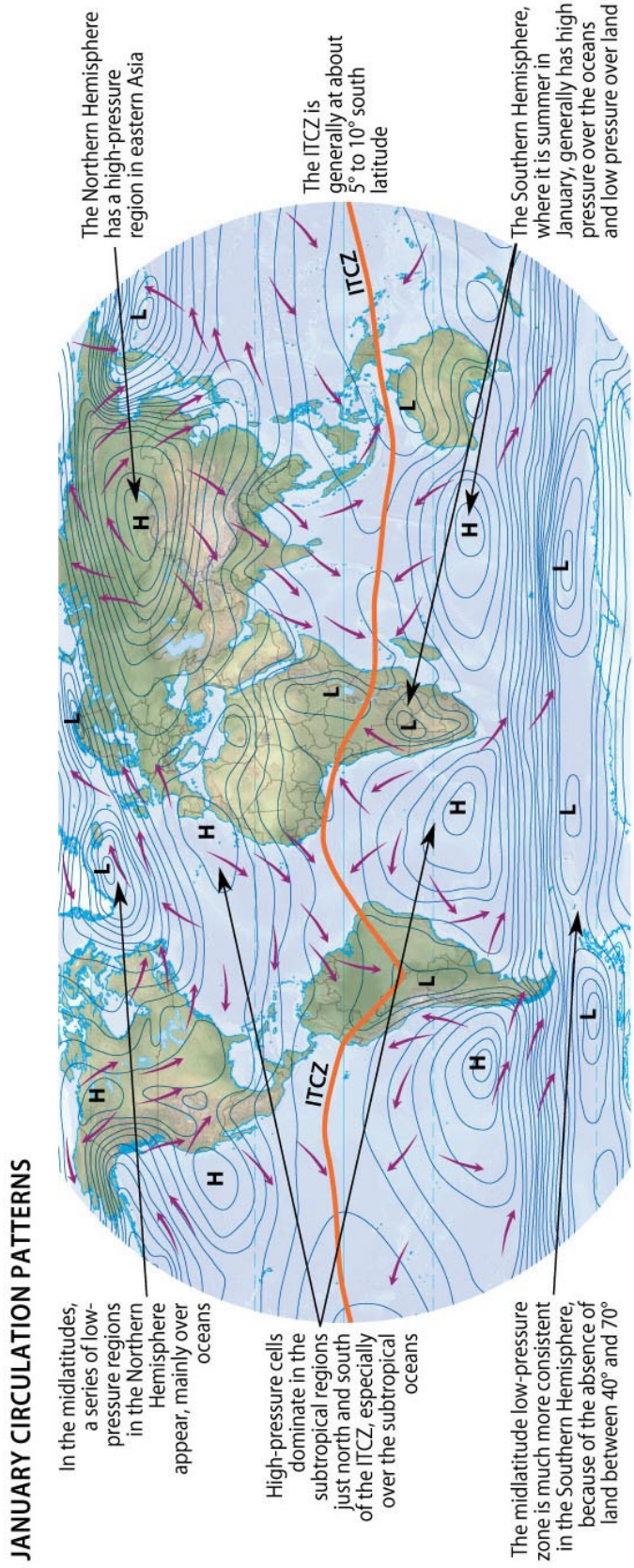


Figure 13: January circulation patterns (Figure 2.6.2 in presicibed textbook)

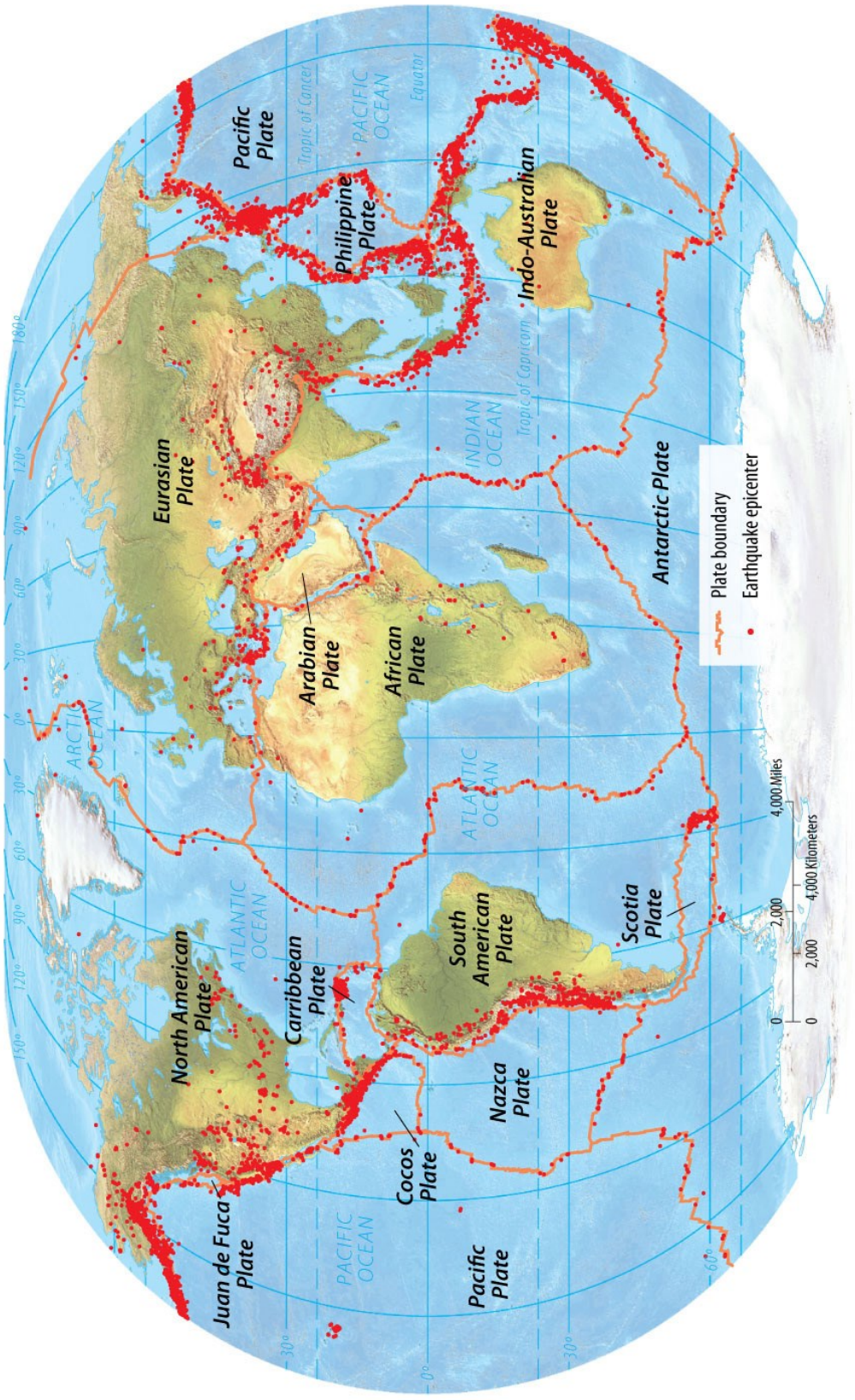


Figure 14: Global distribution of earthquakes (Figure 3.3.3 in prescribed textbook)

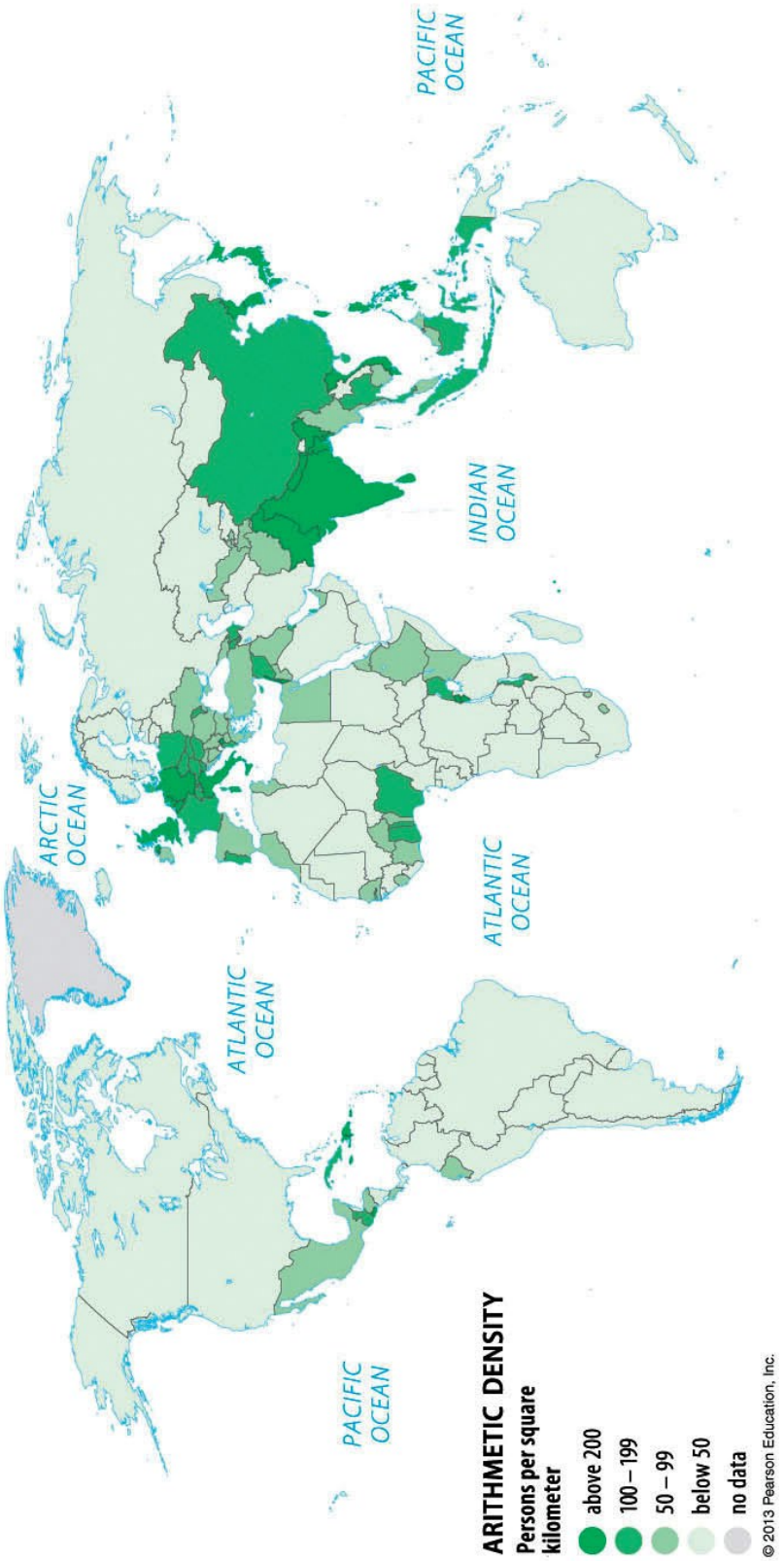


Figure 15: Arithmetic population density (Figure 5.2.1 in prescribed textbook)

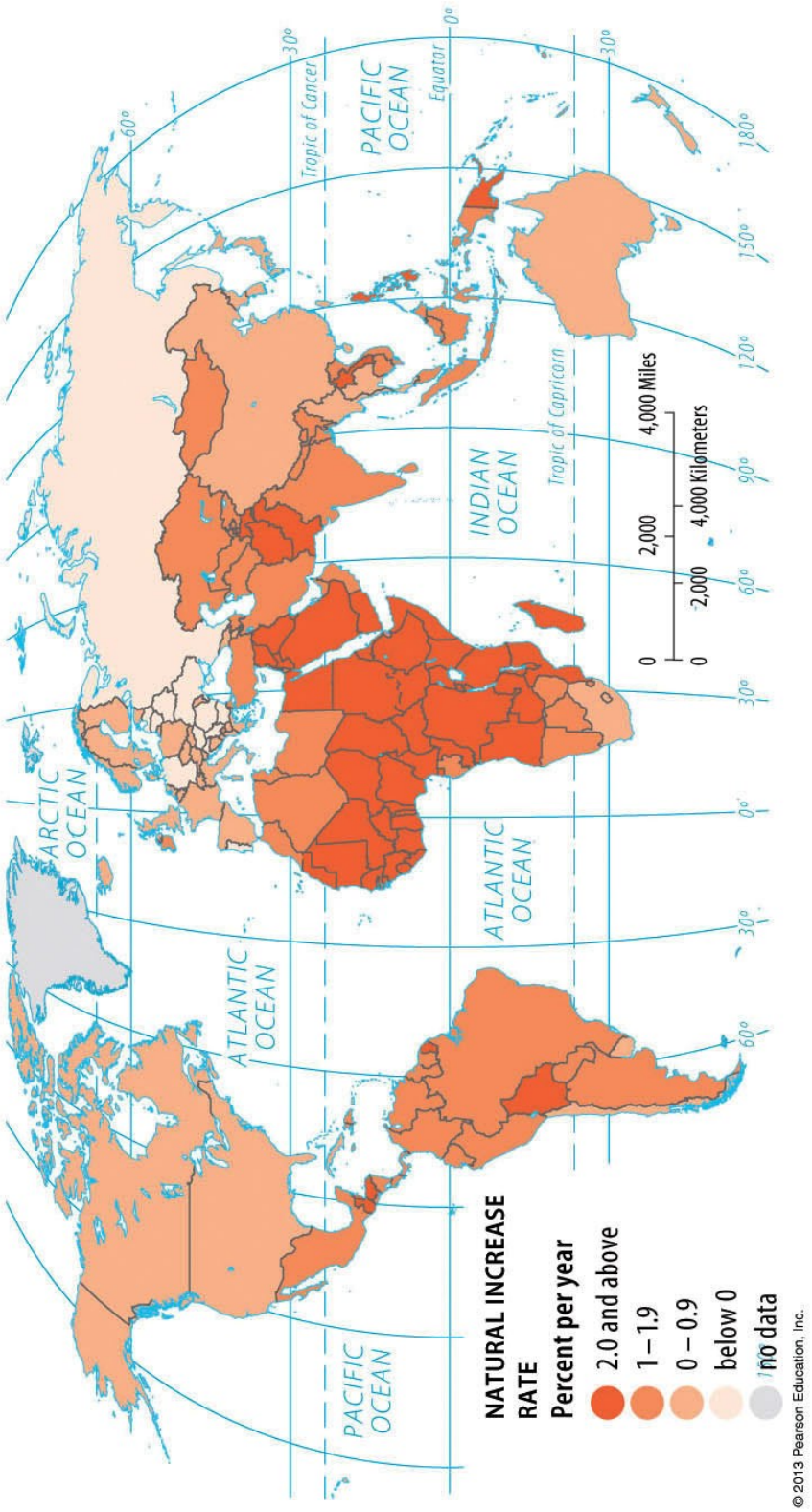


Figure 16: Natural increase rate (Figure 5.3.2 in prescribed textbook)

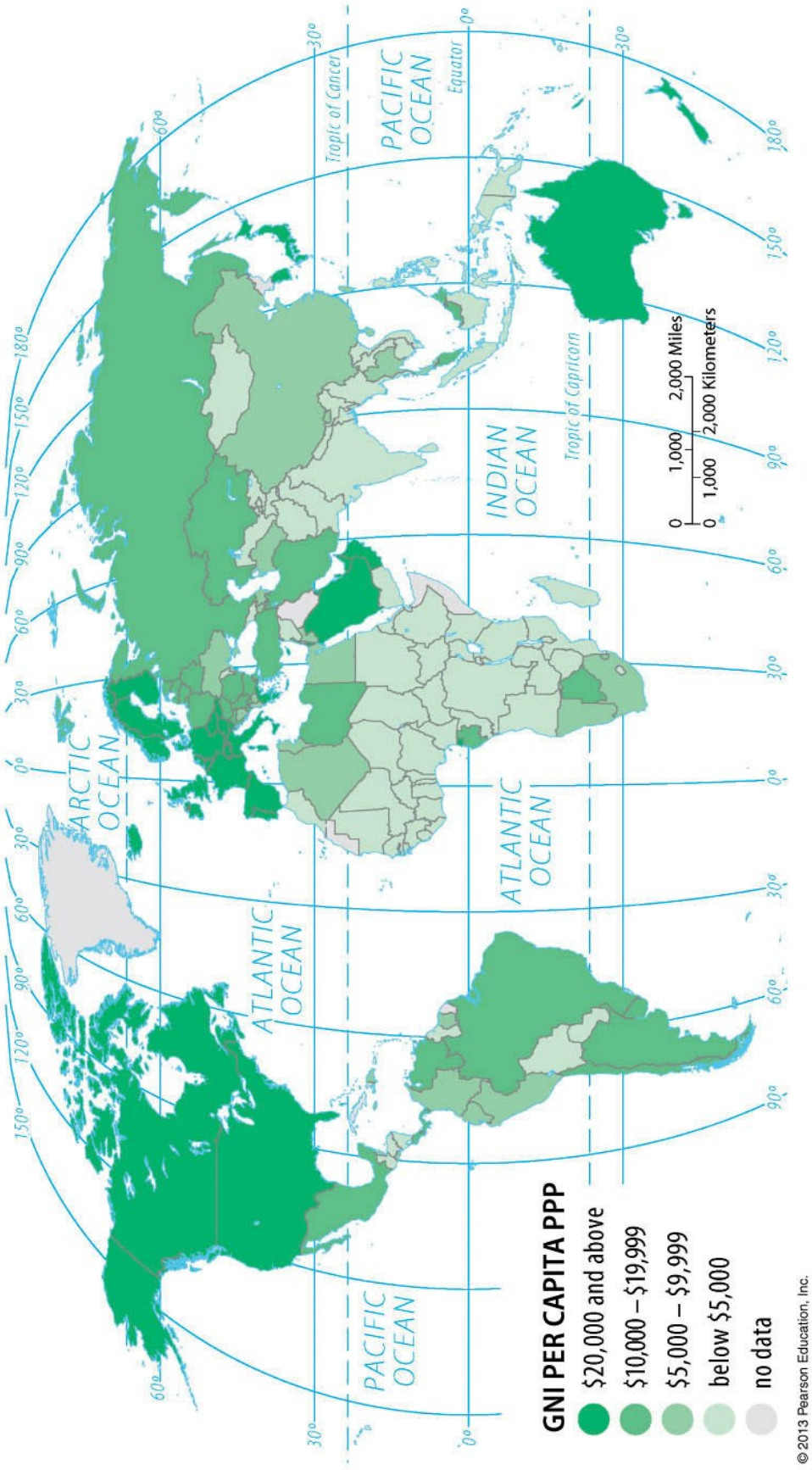


Figure 17: GNI (Gross National Income) per capita ppp (Figure 9.2.1 in prescribed textbook)

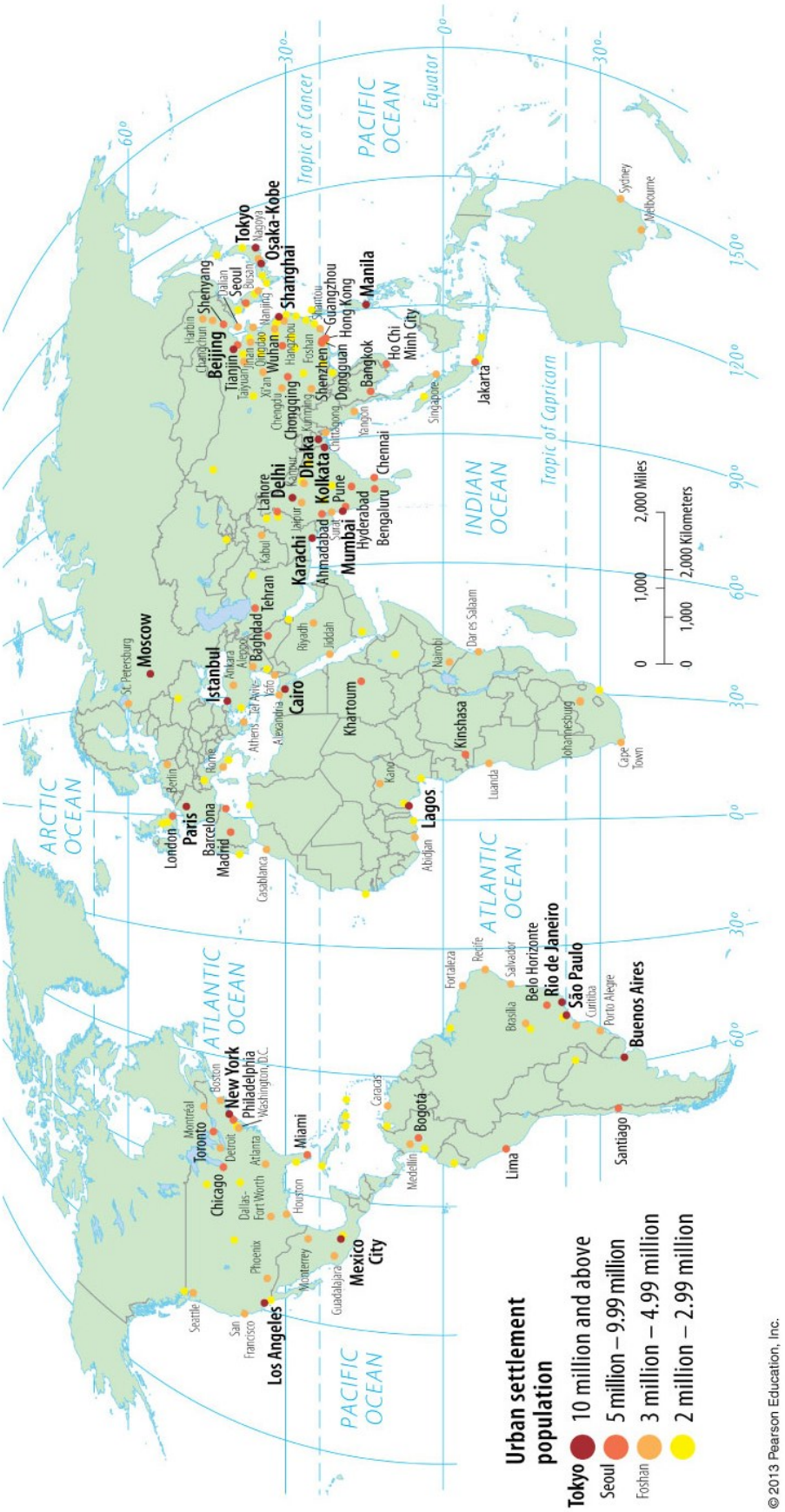


Figure 18: Urban settelements with at least 3 million inhabitants (Figure 12.10.3 in prescribed textbook)

10.3 Assignment 03 for Semester 2

SEMESTER 2

ASSIGNMENT 03 UNIQUE NUMBER: 794055 DUE DATE: 2020-09-25

CONTRIBUTION TO YEAR MARK: 25%

Assignment 03 is another multiple-choice question (MCQ) assignment and based on the contents of Learning units 2 to 7. This assignment consists of 30 multiple-choice questions, each with four or five options from which you have to select the answer. Make sure that you are aware of all the possible answers for each question — it might be that the options for a specific question appear at the bottom of one page and continue at the top of the next page. This assignment contributes 25% towards your year mark. Once completed, you can submit your answers via myUnisa or by mark-reading sheet. Make sure that you provide your student number, module code and unique assignment number on the mark-reading sheet before you submit. Please note that students may not submit assignments to lecturers by fax or by e-mail.

QUESTIONS

Key processes of the physical environment

1. The Himalaya Mountains are associated with a ... tectonic plate boundary, while the East African Rift Valley is associated with a ... tectonic plate boundary.

(1) divergent; transform

(2) convergent; transform

(3) convergent, divergent

(4) transform; divergent

(5) large scale; small scale

2. The geographic concept that describes the fact that the location of the major deserts in Africa correlates with the sphere of influence of the subtropical high pressure belt is referred to as … .

(1) relative location

(2) spatial association

(3) spatial location

(4) spatial variation

(5) absolute location

3. Which **one** of the following observations about the major biomes of the world is **not true**?

(1) Extensive coniferous forests are restricted to the Northern Hemisphere.

(2) Grasslands dominate semi-arid mid-latitude areas with warm summers, cold winters and moderate rainfall.

(3) Fire is common in the Mediterranean woodland shrub and grassland biome, where many plants require fire to maintain themselves.

(4) Broadleaf deciduous forests are found in the equatorial areas with relative high temperatures all year long.

4. Where will an explorer most probably start his/her search for the **coldest** place on Earth?

(1) areas where low atmospheric pressure predominates

(2) in the subtropics

(3) areas close to the North or South Pole

(4) near the equator

(5) coastal areas typically associated with warm ocean currents

5. Photosynthesis contributes to the carbon cycle through … .

(1) carbohydrates that are broken down, while carbon dioxide is released

(2) the fixation of nitrogen to forms that can be used by plants and animals

(3) bacteria that convert nitrogen contained in biomass into mobile forms

(4) carbohydrates that are stored in plant tissue, while oxygen is released

Patterns and trends of the global population

6. Forecasts of the world population in the 21st century indicate that … .

(1) the world's future population will have a lower percentage of older people

(2) the world population will soon start to decline, first slowly and later on at a faster rate

(3) virtually all future population growth will be in developing countries

(4) the future world population will still increase, but at a faster rate than in the past

(5) population numbers in developed countries will increase faster than in developing countries

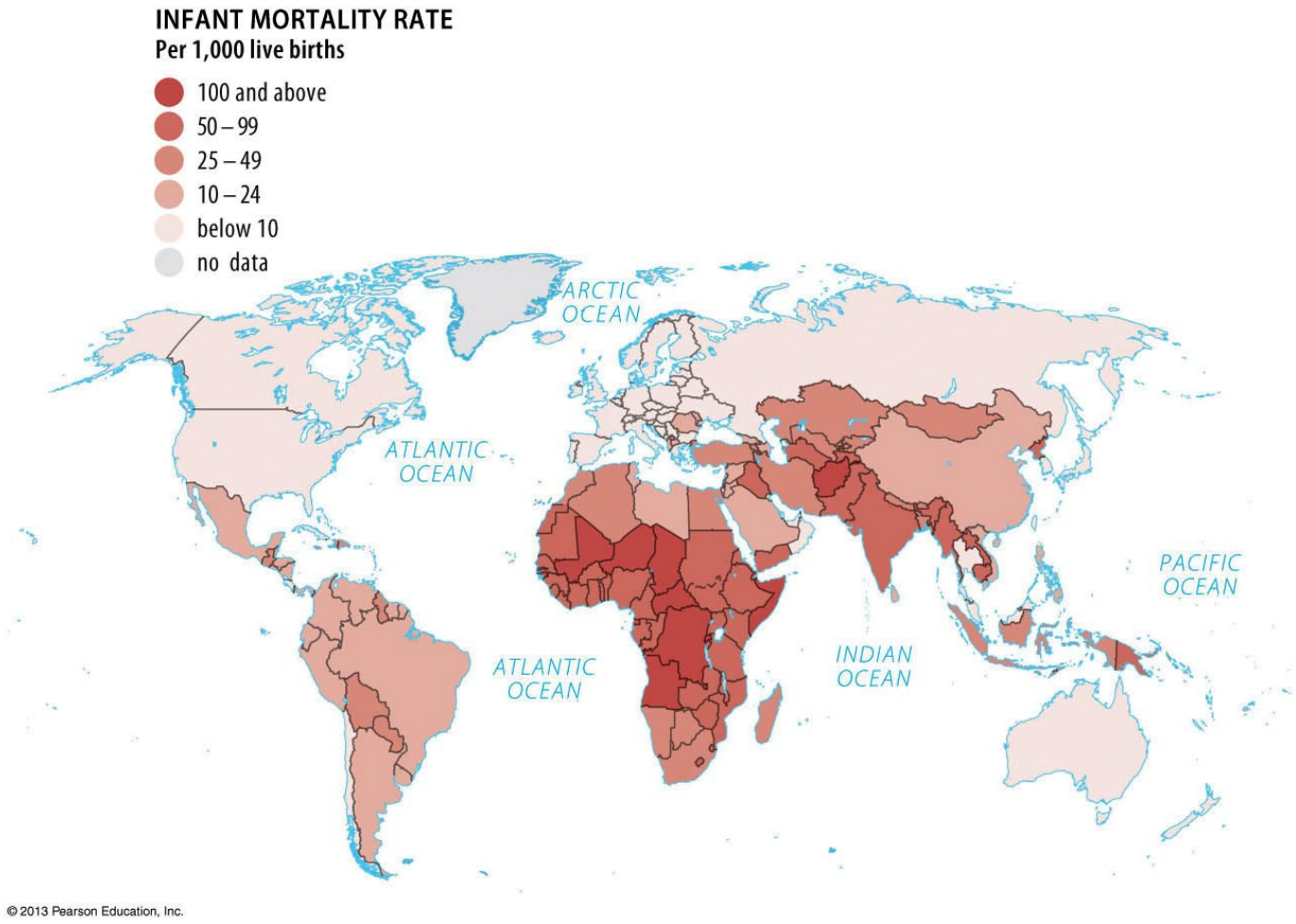


Figure 19: Infant mortality rate per 1000 live births (Figure 5.4.2 in prescribed textbook)

7. With reference to Figure 1, showing the global spatial distribution of the infant mortality rate (IMR) as the annual number of deaths of infants under 1 year of age for every 1000 live births, which **one** of the following observations is **true**?

(1) Angola has a lower IMR than Australia.

(2) The IMR of Canada is comparable with that of countries with the highest IMR in the world.

(3) The highest IMRs are generally in the richest countries.

(4) The IMR of India is the same than that of China.

(5) The highest IMRs are generally in the poorest countries.

8. Which **one** of the following statements about international migration is **not true**?

(1) International migration is increasing as the economic disparities between wealthy and poor regions are growing.

(2) At a global scale, Asia has a net in-migration, while Europe has a net out-migration.

(3) A large percentage of international migrants are workers looking for jobs, who therefore seek countries with growing economies.

(4) A combination of push and pull factors influence migration decisions.

(5) Better communications technologies have accelerated migration due to economic regions in recent decades.

9. To understand the relationships between population and resources in a specific country, geographers would examine the ... of this country.

(1) natural increase rate of the population

(2) crude birth and death rate of the population

(3) agricultural and physiological population density

(4) arithmetic population density

(5) infant mortality rate

10. Which **one** of the following statements about the world's population distribution is **not true**?

(1) Generally speaking, humans avoid clustering in harsh environments.

(2) Dry lands generally lack sufficient water to sustain large populations.

(3) The population is spread uniformly across all regions of the world.

(4) Large populations are frequently concentrated along fertile floodplains of big rivers.

The global cultural mosaic

11. The main way through which Christianity initially diffused from its hearth in Southwest Asia was through ... .

(1) war

(2) migration

(3) trade

(4) crusades

(5) tourism

12. The **two most dominant** language families found in Africa are ... and ... .

(1) Niger-Congo; Sino-Tibetan

(2) Austro-Asiatic; Indo-European

(3) Altaic; Afro-Asiatic

(4) Afro-Asiatic; Niger-Congo

(5) Indo-European; Dravidian



Figure 20: Map portion showing the location of Malawi (Figure 8.2.2c in prescribed textbook)

13. Study the map Figure 20 carefully. Malawi is regarded as a ... state, which has the disadvantage of ... .

(1) prorupted; limited direct access to the ocean or other regions

(2) perforated; other state territories within its boundaries

(3) compact; limited availability of some resources

(4) fragmented; difficulty of contact between its different parts

(5) elongated; long distances and high transportation costs

14. Which **one** of the following features is **not** a legitimate **physical** boundary?

(1) desert

(2) river

(3) ocean

(4) latitude

(5) mountain

15. What are the two main elements of **cultural diversity**?

(1) languages and culinary preferences

(2) ethnic and universalising religions

(3) churches and monuments

(4) ethnicity and nationalism

(5) languages and religions

Making (and earning) a living

16. Which **one** of the following observations on the occurrence of the phenomenon of undernourishment in the world is **true?**

(1) Together the USA and Canada have the largest share of the 800 million undernourished people in the world.

(2) Sub-Saharan Africa manages to keep food production ahead of population growth.

(3) Enough food is produced on average to meet the world's dietary needs.

(4) Developed countries generally lack food security and are undernourished.

17. Development through self-sufficiency is characterized by … .

(1) precedence of wealth creation for a few over poverty reduction

(2) reduced restrictions on imports and exports

(3) little administrative control and easy trade regulations

(4) investments that are spread equally amongst all sectors of a country's economy

18. Which **one** of the following statements about economic sectors of employment is **true**?

(1) A relatively low percentage of people in developed countries work in the primary sector.

(2) The primary economic sector is concerned solely with primary school education.

(3) The secondary economic sector is primarily concerned with agricultural activities.

(4) The tertiary economic sector is found exclusively in developing countries.

19. Which **one** of the following statements on subsistence agriculture regions is **true**?

(1) Intensive subsistence agriculture is found mostly in regions with dry climates.

(2) Pastoral nomadism is practised by many farmers in the densely populated regions of Southeast, East and South Asia.

(3) Shifting cultivation is practised in much of the world's humid tropics.

(4) Plantation agriculture is found mostly in developed countries, and is where crops are primarily grown for food aid in developing countries.

20. Consideration of situation factors in determining the optimal location for a new factory could refer to ... .

(1) minimisation of the cost of transporting inputs to the factory

(2) labour costs, in the case of a labour-intensive industry

(3) availability of suitable land to build the factory

(4) access to capital to establish the factory

(5) the costs associated with factors of production inside the plant

Resources: Use and abuse

21. A resource that is naturally produced at rates similar to its use by humans is referred to as a … .

(1) renewable resource

(2) cultural resource

(3) natural resource

(4) human-made resource

(5) economic resource

22. A characteristic of the spatial distribution pattern and use of energy resources is that ... .

(1) fossil fuel reserves are evenly distributed over the world

(2) all existing known fossil fuel deposits will be exhausted by 2020

(3) renewable energy resources make a much bigger contribution to the world's energy supply than fossil fuels

(4) poorer countries typically consume much less energy than wealthy, industrialised countries

23. Which **one** of the following alternatives is associated with using renewable resources to provide energy?

(1) increased CO_2 emissions

(2) conservation technologies that reduce waste

(3) damage by mining to the environment

(4) acid depositions

24. Natural resources acquire a monetary value through … .

(1) legitimate elections and other political acts

(2) the interest rates set by the central bank of a country

(3) exchange in a marketplace

(4) longevity in the culture

(5) cultural diffusion

Geographical data: Nature, sources and representation

25. Which **one** of the following options can be considered a **correct** phrasing of the relative location of the respective areas referred to?

(1) Asia is situated in the Western Hemisphere and to the east of the Pacific Ocean.

(2) The Amazon rainforest is situated north of the equator, and therefore in North America.

(3) Canada is situated south of the North Pole and north of the United States of America.

(4) Thailand is situated in the Southern Hemisphere, and is bordered by Myanmar, Laos and Cambodia.

26. You want to travel to the UK for a holiday and determine from a world map that the distance between Johannesburg and London is 9 cm. Use the scale of the map, which is 1:100 000 000, to calculate the real distance between Johannesburg and London.

(1) 9 000 km

(2) 1 000 km

(3) 5 900 km

(4) 11 000 km

(5) 7 000 km

27. A client has requested you to provide him/her with a 1:25 000 map of a holiday resort on which the scale is indicated by means of a word scale. Which **one** of the following phrases (word scales) would you be able to add to the map?

(1) 1 centimetre in reality represents 25 000 centimetres on the map

(2) 1 centimetre on the map represents 25 000 centimetres in reality

(3) 1 centimetre on the map represents 25 meters in reality

(4) 1 centimetre on the ground represents 2 500 meters on the map

28. A large scale is usually appropriate for a map of a relatively … of land and could have a ratio comparable to … .

(1) small area; 1:100

(2) large area; 1:250 000

(3) small area; 1:250 000

(4) large area; 1:100

29. Geographical Information Systems (GIS) use hardware and software to … .

(1) determine and track the absolute location of objects

(2) view a geographic object over a distance

(3) produce aerial photographs of an area

(4) capture and analyse spatial data, and to display such data in a variety of formats

30. Which **one** of the following elements is required on **all** maps?

(1) bright colours

(2) a scale

(3) names of countries

(4) borders between countries

(5) names of cities and the streets in them

11 FREQUENTLY ASKED QUESTIONS

"Frequently Asked Questions" is a function on myUnisa which you can use if you have a question related to the module (like who your lecturer/s is/are or when your examination date is) or have questions about general administrative procedures (like submitting an assignment or what to do when you missed an assignment or examination due to illness). The FAQs function provides a list of frequently asked questions, which you can use to get an answer to very quickly. Always use this function before you contact your lecturer/s.

12 IN CLOSING

We hope that you will find the module interesting and rewarding. We will do our best to enable you to succeed in your study of this module. You will be well on your way to success if you start studying early in the semester and resolve to do the assignments properly.

We trust that you will enjoy this module, and that the knowledge and skills you acquire will motivate you to continue your studies in Geography.

Sincerely
Your lecturer/s

ANNEXURE A

Ethics statement

All students who register for this module should take note that the lecturer/s may or may not require information from them for research purposes. This information may be from assignments they completed, additional activities the lecturer/s may have asked them to take part in or comment on, the marks they achieved for assignments or anything else related to the teaching/learning of the module they are registered for. In all these instances, the information provided by them will not identify individual students in any possible way. The identity of all students will remain anonymous and it will not be possible to link the information provided to any specific student in any way whatsoever. The lecturer/s will not use the information of students in any way that is unethical or does not abide by the Unisa Policy on Research Ethics. The lecturer/s will also apply to the College Ethics Research Committee for ethics clearance to do research on specific data from the module, after which the approval of the Research Permission Sub-Committee of Unisa to use Unisa student data will be obtained. Through this research, the lecturer/s will be able to improve and develop this module for future students. If you cannot consent to your lecturer(s) using the information indicated above, please let your lecturer(s) know via email.

ANNEXURE B

Declaration of originality

I, _____ (student number :_____) hereby declare that Assignment _____ of GGH1501 for Semester _____ of 2020 which I hereby submit to the University of South Africa, is my own work and has not previously been submitted by me or another student. Where we worked together in a study group, each member created their own original assignment that is not a duplication of other student's work.

I declare that I acknowledged and referenced all the sources that I used. I paraphrased information that I obtained from sources. Where I used exact words from sources, I placed these in quotation marks and added a reference.

I declare that I have not copied and pasted any information from the Internet, but rather paraphrased and referenced or quoted and referenced such information.

Student signature: _____ Date: _____

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