

# Tutorial Letter 102/2/2018

**Know Your World: Introduction to  
Geography**

**GGH1501**

**Semester 2**

**Department of Geography**

## IMPORTANT INFORMATION

In this tutorial letter we welcome you to Module GGH1501. We introduce the lecturing team and explain how the rest of the semester will proceed. Please read this tutorial letter attentively so that you will know what to expect and what to do.

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### 1 WORD OF WELCOME

Welcome to this module, which will guide you in discovering the world in a way that you might not have thought of until now. Thinking geographically implies the ability to make connections between phenomena at different scales, both locally and globally. Looking at the uniqueness of different places in the world forms part of this, but you will learn that places do not function in isolation. A further dimension is supplied by scale and connection, implying that what is happening locally can have consequences globally, while global processes can have effects on the local environment. In all of this the role of distance features prominently, since places can be far from one another or close together. People and environment form the overarching context; geography is concerned with the link between the physical and the human environment, and regarding the world in its totality rather than separating it into parts.

### 2 MODULE OVERVIEW

The module kicks off with learning unit 0, which is an introduction to studying in the online environment. You need to visit the module site for GGH1501 on myUnisa frequently, as this module is predominantly offered online. Only Tutorial Letter 101 is sent to students in print format, therefore you have no option but to go online to get

access to study guidance via the module site for GGH1501, to download study material if you prefer to work offline and to participate in all the activities to enrich your learning.

Following learning unit 0, learning unit 1 introduces the context and some cross-cutting themes for the module, while learning unit 2 reviews the physical systems governing phenomena, including precipitation, soil and vegetation. Learning units 3 and 4 respectively provide a geographical view on the world's population and different cultures, with the emphasis on differences and similarities between places. We explore the reasons why these exist and their implications. Learning unit 5 explains how people make or earn a living, and reflects on many of the ideas in the previous learning units. The resource and sustainability perspective provided in learning unit 6 caps the theoretical learning units, while learning unit 7 deals with data on geographic phenomena that can be utilised in various ways, for example on maps, to assist us in making meaning of the world based on what we observe and what is happening.

To whet your appetite on what to expect in this module, watch the video clip entitled "Geography is key", which provides a visual showcase of the themes that you will study in GGH1501. Please watch this clip, which is available on the **Welcome Page** of the module site for GGH1501 or at the following link:

[https://www.youtube.com/watch?v=naK9\\_JkFAOk](https://www.youtube.com/watch?v=naK9_JkFAOk)

### **3 GGH1501 LECTURERS**

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Mr Curtis Mashimbye – Secondary lecturer

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#### 4 WHO TO CONTACT FOR WHAT

Specific lecturers are responsible for specific learning units and assignments. Please contact the responsible lecturer if you have queries about learning units or assignments.

- Learning units 0, 1 & 7: Mr Carel Greyling
- Learning units 2 & 3: Mr Curtis Mashimbye
- Learning units 3, 4, 5 & 6: Prof Rudi Pretorius

##### Assignment 01

- Mr Carel Greyling

##### Assignments 02 and 03

- Question-specific enquiries: If you have a query about a question related to a specific learning unit, contact the lecturer responsible for that learning unit.
- General/other enquiries about these assignments: Mr Carel Greyling.

##### Assignments (general)

- Prof Rudi Pretorius

##### Examination

- Mr Carel Greyling (general enquiries only; examination enquiries about specific learning units to be directed to the relevant lecturers)

##### FI concessions

- Mr Carel Greyling
- Mr Curtis Mashimbye

##### Technical support/module site

- All lecturers

##### Prescribed textbook

- Prof Rudi Pretorius

##### Any other enquiries

- Mr Carel Greyling

## 5 STUDY MATERIAL

Your study material for GGH1501 consists of the following documents, all of which are available for downloading via the GGH1501 module site (see **Additional Resources**) on myUnisa. (Abbreviations: LU = learning unit; TL = tutorial letter; PB = Prescribed book; PB Sect A = Section A of the prescribed book; SG = Study Guide).

The following study material is already available on the GGH1501 module site on myUnisa:

- GGH1501\_SG001\_2018: Learning units 0 to 7 – also referred to as the study guide (see **Additional Resources**)
- TL 101: General orientation and assignments (see **Official Study Material**)
- TL 102: This tutorial letter, guidance on processes during semester (see **Additional Resources**)

The following study material is being compiled and will be made available on myUnisa as soon as possible:

- TL 103: Comments on activities in LUs 0, 1, 2 and 3; comments on test-yourself exercises for LUs 1, 2 and 3
- TL 104: Examination guidance
- TL 105: Comments on activities in LUs 4, 5, 6 and 7; comments on test-yourself exercises for LU4, 5, 6 and 7
- TL 201: Comments on Assignments 01 and 02
- TL 202: Comments on Assignment 03

The following resources will also be made available on myUnisa during the semester (see **Additional Resources**):

- Answer key (memorandum) for Assignment 03 (after it has been marked for the whole class)
- Additional supporting material such as PowerPoint presentations on difficult topics (see **eTutor** sites)
- Guide on how to use the prescribed textbook

## **6 myUNISA**

As explained in the official information about GGH1501 on the Unisa website, GGH1501 is predominantly offered online. This means that all study material (with the exception of TL 101) is only available online. We strongly advise you to participate in online learning activities and group work on myUnisa. Regular access to myUnisa and the internet is therefore essential.

The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, other students and administrative departments of Unisa. Here you can obtain free access to non-course-specific and course-specific functions, as explained in TL 101, the study guide (GGH1501\_SG001\_2018) and the online learning units.

We trust that you have already registered on myUnisa so that you will be able to submit your assignments online, gain access to library functions and various learning resources, chat to your lecturers, e-tutors and fellow students about your studies, and participate in online discussion forums and other online activities.

## **7 TUTORS AND E-TUTOR SITES ON MYUNISA**

Each student will be linked to a group site (also referred to as an e-tutor site), which is an additional site on myUnisa that allows groups of about 300 to 400 students to participate in tutorials and various online activities. This site is managed by your e-tutor. The activities described in the learning units take place on your group site, where you can also interact with fellow students. You must visit this site at least twice a week. You will automatically be linked to a group site — you therefore do not need to do anything. We hope that this process will be concluded as soon as possible.

Once the group sites have been activated, an announcement will be posted on the GGH1501 module site. If this announcement has been made and you have not been linked to a group site yet, you should contact the module coordinator so that he can request the e-tutor coordinator to fix the problem.

Various activities and videos are included in each learning unit. It is important that you do these activities and watch the videos. The e-tutors will set up discussion forums on the group sites to enable you to engage with them and with your fellow students about these activities.

Although we realise that this requires a lot of work and your time may be limited, we encourage you to participate in these discussions, watch these video clips and do as many of the activities as possible, because they will greatly enhance the quality of your learning experience. Comments on each of the activities are supplied in tutorial letters later in the semester. Although feedback on the video clips is not given, general feedback on the test-yourself exercises is included in tutorial letters.

## **8 VIDEO CONFERENCES**

Owing to a long record of poor attendance, no video conferences will be presented for GGH1501 this semester. However, we will consider to produce a set of podcasts and make it available later in the semester. The podcasts will be posted on the module site for GGH1501 on myUnisa.

## **9 ERRATA IN TUTORIAL LETTER 101, THE ASSIGNMENTS AND THE LEARNING UNITS**

### **9.1 Errata in introductory part of TL 101**

Page 4: Sections entitled “Work through Learning Unit 0” and “Start working on the rest of the learning units”

These two sections state that a document entitled **MO001**, which contains a printout of the online learning units, can be downloaded via the **Additional Resources** tab on myUnisa. Note that this document is not entitled **MO001**, but **GGH1501\_SG001\_2018**, and it has been uploaded to a folder called **Study guide**, which you will find under **Additional Resources** on myUnisa.

Page 12: Please take note that the due dates for Assignment 1 and Assignment 2 have changed. This will also be communicated to you through announcements on

myUNISA as well as sms's. The changed due dates are as follows, note that the due date for Assignment 3 remains unchanged:

	Unique number	Due date
Assignment 1	880722	2018-08-13
Assignment 2	799860	2018-09-10
Assignment 3	866073	2018-09-25

## 9.2 Errata in Assignment 01 and 02 of semester 2

There are no errata in Assignment 01 and Assignment 02.

## 9.3 Errata in Assignment 03 of semester 2

Question 4, page 44: The question provided is problematic to answer. Please replace it with the following question:

Which **one** of the following processes is an example of chemical weathering?

- (1) oxidation of iron particles in rocks
- (2) rocks rolling, sliding and freefalling downhill due to the pull of gravity
- (3) plant roots cracking and breaking rocks
- (4) mechanical drills cracking and breaking rock
- (5) rodents, worms and insects digging and pushing aside material

Question 7: You will note that Question 7 has been omitted. Please use the following question as Question 7:

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) Large populations are frequently concentrated along fertile floodplains of big rivers.
- (4) The population is spread uniformly across all regions of the world



Question 28, page 50: There are unnecessary words added to the alternative answers. Please use the following phrasing, which will make it possible to answer this question:

An environmental substance is only classified as a resource when ... .

- (1) the chemical composition of the substance is known
- (2) religious scriptures allow the use of the substance
- (3) the utilisation of the substance will not lead to pollution
- (4) society has a need for the substance

#### **9.4 Errata in Activity 2.1 (LU 2)**

The reference to Serbia is incorrect, please change it to Siberia. This activity should therefore be based on Siberia from beginning to end.

### **10 ASSIGNMENT 02: GUIDELINES AND MARK ALLOCATION**

Herewith a few points of advice and guidelines for Assignment 02 to assist you in structuring your answers and to answer the questions. Please refer to Tutorial Letter 101 for the questions, which are not repeated here. Compile a single list of all the sources you have consulted to answer the assignment questions and include the list at the end of your assignment. Note that question 1 is compulsory, but you must only answer four of the five remaining questions.

Plagiarism (copying directly from sources such as books or the internet), if detected, will be severely punished and may lead to the allocation of zero marks. Information obtained from sources needs to be rephrased in your own words and the source referenced – refer to Tutorial Letter 101 for advice on referencing. If you copy directly, the information needs to be in quotation marks. Note that it is unacceptable to quote a whole answer directly from a book or the internet, or from another student. If doing this and we discover it, your mark may be reduced to 0% for this assignment.

#### **QUESTION 1 (map reading – compulsory question; LU 2, 3, 5 and 7)**

You can easily get full marks for this question if you work from the textbook or use the

maps supplied as part of the assignment in TL 101. We recommend that you use the online version of TL 101, in which the maps appear in colour, which will make them easier to use. It would be best if you answer this question by using the given table format. The table needs to be filled out with the required information, which you will find in the maps. There is no need for a lengthy explanation of the information in the table or any other aspects of the maps.

Mark allocation: 1 mark per cell of the table with correct information, to be reworked to a mark out of 10

### QUESTION 2 (LU 1 and 7)

You are asked to evaluate the maps in figures 4 and 7 objectively, in terms of the projection and shading that have been used. You can assume that the map title provides a clue to the purpose of the map. Use this as point of departure to evaluate whether the projection and shading that have been used are appropriate for the type of maps in figures 4 and 7. Tip about projection: Focus on what type of distortions can occur when different projections are applied to maps.

Projections are discussed in detail in PB Sect A: 56-59 and PB Sect B: 8 and 9. You will learn that projections have different type of distortions which you need to take into consideration when looking at the purpose of a map. Read more about the appropriate use of shading in the following study material: PB Sect A: 59 to 61, PB Sect B: 8 and 9 and SG: LU 7 – Sect 7.4.5 and 7.4.8.

Length of answer: 500–750 words

Mark allocation: 6 marks for the explanation of projections and 4 marks for the explanation of shading

### QUESTION 3 (LU 1 and 2)

To answer this question well, you must understand the meaning of the term “spatial distribution”, which is discussed SG: LU 1, specifically Sect. 1.4.3 and PB Sect A: 44-48. Once you understand these terms, use figure 4 in Tutorial Letter 101 to identify those regions of the world where the desert shrub biome occur and then try to identify a pattern in how these regions are distributed over the world. Look carefully: Some of

them might occur along certain latitudes, or on certain sides of continents. So be careful before concluding that it is a random pattern, because that might be wrong!

You also need to give a short explanation of the processes leading to the distribution pattern of desert shrub biome regions that you identified. Ask yourself the following: Why would this type of biome form? Why are biomes located in specific regions? Could it be that biomes and vegetation are linked with the regional climate? The answer to these questions refers to factors that determine the climate, as explained in LU 2.

Length of answer: 500–750 words

Mark allocation: 5 marks for identification of pattern and 5 marks for explanation of reasons for pattern

#### QUESTION 4 (LU 1 and 5)

To answer this question, you need to be well acquainted with the meaning of the term “spatial association”, as discussed in SG: LU 1. You also need to study the world distribution patterns of the human development index (HDI) – figure 6 in TL 101 and the dietary energy consumption (DEC) – figure 7 in TL 101. For background on HDI, read PB Sect B: 222-223 and for background on DEC read PB Sect B: 252-253

You then need to do the following:

- Identify the patterns formed by HDI and DEC (i.e. identify “where”) on the two maps. I.e. in which regions are the HDI low/high and also in which regions are the DEC low/high?
- As next step, take a specific country and compare its values for the HDE and DEC, and repeat that for a number of countries.
- Now you are ready to identify associations between the patterns on the two maps. I.e. how our understanding of the pattern in one of these maps helps to inform our understanding of the pattern in the other map.

For the purpose of this explanation, you are required to look in detail at the HDI and DEC values for Poland and Sudan, and compare their fluctuation step by step. To be able to this, it might help to consider that Poland occupies a higher position on the ladder of development than Sudan. This implies that your answer should point towards the disparities between these two countries.

Length of answer: 500-750 words

Mark allocation: 5 marks for identification and comparison of patterns on the respective maps and 5 marks for the explanation of the spatial associations between the patterns on the two maps.

Question 5 (LU 1, 2 and 3)

Before answering this question, you must refer to the maps in figures 4 and 6 in Tutorial Letter 101. You then have to:

- Choose at least one of the given countries where you can observe that the terrestrial biome might constrain (negatively influence) human settlement.
- Choose another country (from the given list) where you can observe that the terrestrial biome might enable (positively influence) human settlement.

Now do the following:

- For the first country you chose, critically analyse the constraining role played by the terrestrial biome in human settlement (4 marks).
- For the second country you chose, critically analyse the enabling role played by the terrestrial biome in human settlement (4 marks).
- Thirdly, for 2 marks, you need to discuss how this view of the terrestrial biome as settlement factor links with geographers' views of human–environment relationships and interactions. Read more on this in PB Sect B: 26 – 27.

Length of answer: 500–750 words.

Question 6 (LU 2, 4 and 5)

To answer this question you must read PB Sect B: 264 and 265. In this section, four main strategies have been identified which you need to evaluate. Ask yourself, questions as:

- Will these strategies be appropriate for developing countries?
- Which of these strategies are most likely to make an impact on the lives of people in developing countries?

Take note: DO NOT copy directly from the textbook, you will penalized for doing that. We want to hear your voice!

Length of answer: 500–750 words

Mark allocation: 5 marks for correct identification and review of strategies and 5 marks for the overall evaluation of strategies.