



FACULTY OF SCIENCE

DEPARTMENT OF GEOGRAPHY, ENVIRONMENTAL MANAGEMENT & ENERGY STUDIES

MODULE GGR1A1E (INTRODUCTION TO HUMAN GEOGRAPHY)

CAMPUS APK

EXAM NOVEMBER 2014

DATE: 17 NOVEMBER 2014

SESSION: 12:30 – 15:00

ASSESSOR(S)

MR Z. Simpson

INTERNAL MODERATOR

MRS T. J. McKay

DURATION 2.5 HOURS

MARKS 75

NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

- Read over each question CAREFULLY before you start to answer it.
- Write as neatly as possible.
- Please RULE off after each answer
- Label each answer carefully in terms of question number.
- This paper consists of FIVE (5) questions and all questions must be answered in the exam answer sheet provided
- This exam requires that you implement the various writing strategies that have been dealt with during this course. Follow all instructions and guidelines provided in lectures.
- Manage your time carefully. Spend no more than half an hour on each question.

QUESTION 1

Statistics South Africa (Stats SA) estimate that approximately one million people immigrated to South Africa from other African countries between the years 1996 and 2008. Over the same time period, Stats SA estimates that approximately 500 000 white South Africans emigrated from South Africa.

1.1 Based on these statistics, calculate

1.1.1 The gross migration for South Africa over the period concerned.

1.1.2 The net migration for South Africa over the period concerned.

(2)

1.2 Define the following, using a full sentence for each:

1.3

1.3.1 Migration

1.3.2 Emigration

1.3.3 Immigration

(3)

1.4 Give two (2) push factors (reasons as to why people would want to leave their African country and come to South Africa) and two (2) pull factors (reasons as to why they find South Africa attractive). Answer in full sentences, no bullet points please.

(4)

1.5 Some say that the migration of 500 000 people from South Africa may represent a loss to the country. If this is true, what would South Africa lose from their move to another country? List two possible losses.

(2)

1.6 On balance (that means, after weighing up the pros and cons), do you think that South Africa benefits, overall, from international migration? Give reasons for your answer.

(4)

SUB-TOTAL: [15]

QUESTION 2

According to a United Nations Children's Fund (UNICEF) report (written in 2007), South Africa had 1 400 000 children who had lost either one or both parents due to HIV/AIDS. Subsequently research published by the Medical Research Council in 2009 predicted that this number would increase to 5 700 000 by the year 2015.

2.1 List 5 reasons why the HIV/AIDS epidemic is so severe in South Africa.

(5)

2.2 Outline what the economic impact of HIV/AIDS in South Africa has been and will be. Do not only elaborate on orphaned children. Answer in one well-developed paragraph. You will be assessed on your paragraphing skills, as well as the content of your discussion.

(3 + 2 = 5)

2.3 HIV/AIDS has also had a demographic impact on South Africa. Explain what this demographic impact has been in one well-developed paragraph. You will be assessed on your paragraphing skills, as well as the content of your discussion.

(3 + 2 = 5)

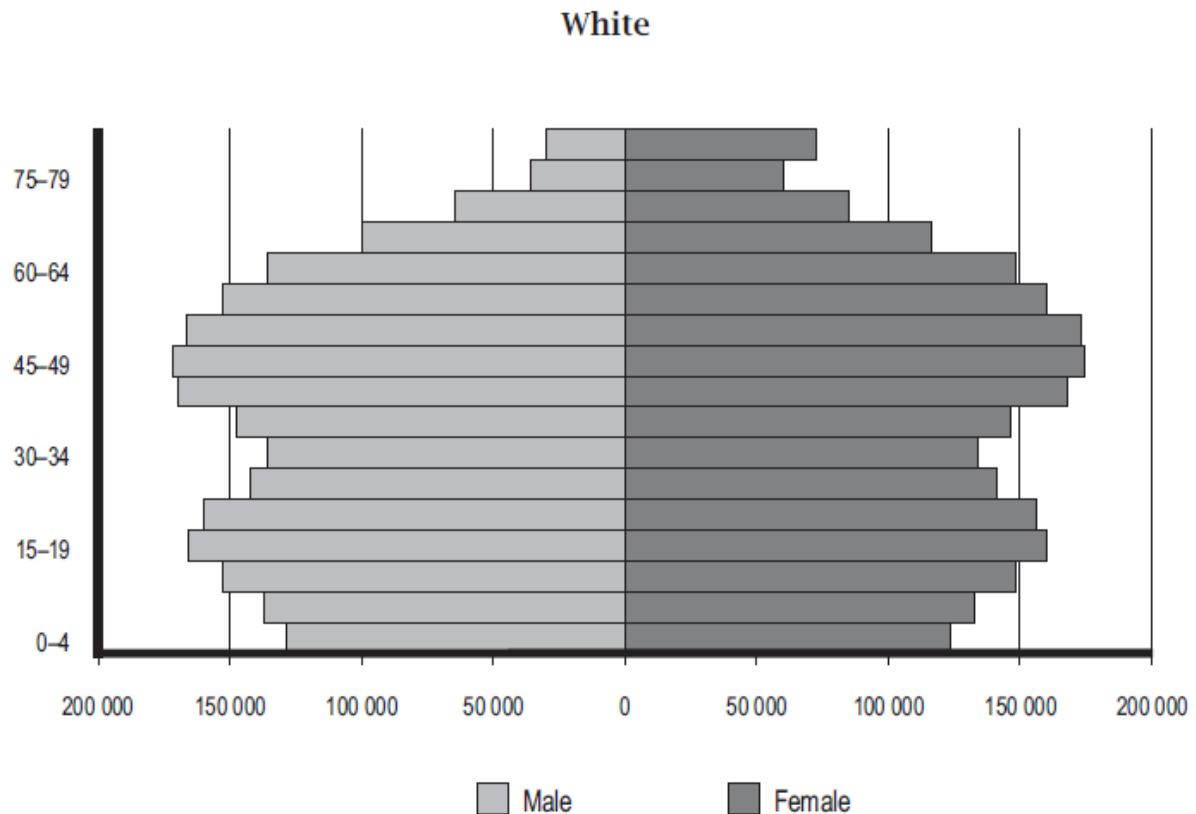
SUB-TOTAL: [15]

QUESTION 3

Below is a population pyramid for white South Africans. Identify three main demographic trends among this population group. Once you have identified them, explain how they have arisen and what impacts these trends will have on the white South African population in the long term. Answer in three well-developed paragraphs. You will be assessed on your paragraphing skills and on your ability to incorporate figures into your written text (that is, you must refer to the figure in each and every paragraph, showing how it illustrates the trend you discuss), as well as on the content of your discussion.

Think carefully before you start to answer this question.

(15)



SUB-TOTAL: [15]

QUESTION 4

Below are two figures and one article taken from different sources. Study them carefully and then answer the questions that follow.

FIGURE ONE:



Figure one is taken from an article published in March, 2013 in a monthly journal called *Gender Studies*. The article was called "Gender Equality and Women's Empowerment Are Key to Addressing Global Poverty" and it was written by Rebecca Lefton.

[Accessed 25 September 2014]

FIGURE TWO:

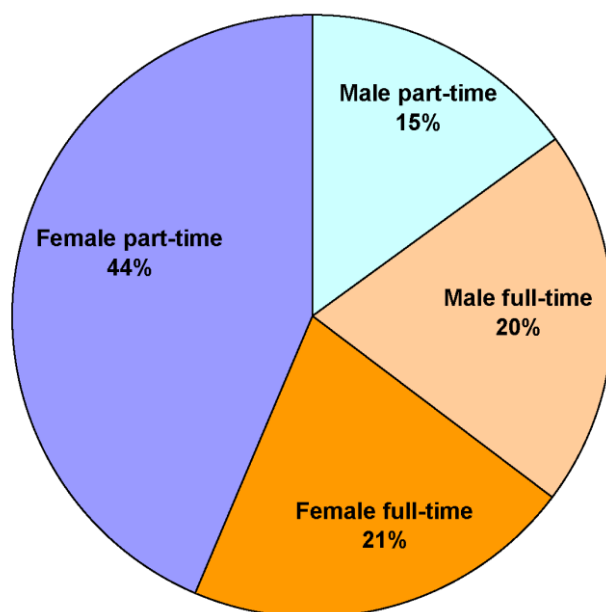


Figure two is taken from an article written by Guy Palmer in 2014. It is taken from a website:

<http://www.poverty.org.uk>.

The article is called "Numbers in low pay". The figure shows the demographics (by gender and employment status) of people who are paid less than 7 UK Pounds per hour in the United Kingdom.

[Accessed 25 September 2014]

Gender and Poverty Reduction

Six out of ten of the world's poorest people are women who must, as the primary family caretakers and producers of food, shoulder the burden of tilling land, grinding grain, carrying water and cooking. This is no easy burden. In Kenya, women can burn up to 85 percent of their daily calorie intake just fetching water.

Yet some 75 percent of the world's women cannot get bank loans because they have unpaid or insecure jobs and are not entitled to property ownership. This is one reason why women comprise more than 50 percent of the world's population but own only one percent of the world's wealth. Equality between men and women is more than a matter of social justice - it's a fundamental human right. But gender equality also makes good economic sense. When women have equal access to education, and go on to participate fully in business and economic decision-making, they are a key driving force against poverty. Women with equal rights are better educated, healthier, and have greater access to land, jobs and financial resources. Their increased earning power in turn raises household incomes. By enhancing women's control over decision-making in the household, gender equality also translates into better prospects and greater well-being of children, reducing poverty of future generations.

Gender equality and women's empowerment is central to achieving the Millennium Development Goals (MDGs). Yet, while there are some positive trends in gender equality, there are still many areas of concern. Girls account for the majority of children not attending school; almost two-thirds of women in the developing world work in the informal sector or as unpaid workers in the home. Despite greater parliamentary participation, women are still outnumbered four-to-one in legislatures around the world.

Gender equality is a condition for inclusive, democratic, violence-free and sustainable development. This is why UNDP works collaboratively with national partners to:

- Include women in planning, budgeting, and policy-making processes in a meaningful way;
- Promote women's and girls' economic rights and opportunities;
- Address the gender dimensions of HIV and AIDS;
- Strengthen the collection and analysis of gender-disaggregated data;
- Ensure that essential public services like health and education, benefit women, men, girls and boys equitably.

Source: United Nations Development Program. 2014. Gender and Poverty Reduction. [Web:] http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/focus_areas/focus_gender_and_poverty/ [Date of Access: 25 September 2014].

- 4.1 Why does it help to use three (3) sources, rather than one (1)? (2)
- 4.2 Write the complete bibliographic entries for Figures One and Two. (6)
- 4.3 In one (1) well-developed paragraph, explain how gender is socially constructed. You **must** correctly refer to (and reference) all three sources within the paragraph. (7)

SUB-TOTAL: [15]

QUESTION 5

Below is an entry from the *Dictionary of Human Geography*, published by Wiley-Blackwell. Paraphrase this dictionary entry. You will be assessed on your understanding of the content of the entry and on your ability to re-write the entry IN YOUR OWN WORDS.

(15)

Demographic transition: A framework that explores the historical sequence of changes in fertility, mortality, migration and age structure. This cornerstone of research in demography uses widely accessible data (typically, time series records of vital rates) and proposes that stages of economic development have particular demographic signatures. It suggests that population policies encourage zero population growth. Its foundational concept is a linked reduction in mortality rates that helped to trigger sustained declines in birth rates. According to the 'classic' transition model, (national) populations began at a high stationary phase, with both death rates and birth rates high, and overall population growth rates low. Improvements in fresh water supply and sanitation, public health and nutrition (characteristics of the epidemiological transition) begin to support a downward trend in death rates. As this occurred at the same time as birth rates remained high, population growth accelerated during the next 'early expanding' phase. During the third 'late expanding' phase, population growth continued but annual rates of increase slowed down as the linked 'fertility transition' kicked in and birth rates fell in response to diverse factors including urbanization, decreased infant mortality, the changing roles of children and women in society, and contraception (Sanderson and Dubrow, 2000). Finally, populations entered a 'low stationary' phase, where both birth and death rates are low, and natural increase is again close to zero. Considerable research has examined the degree to which, given time, all regions of the world will exhibit vital signs and demographic mechanisms that 'converge' on this ideal type (Coleman, 2002). For example, across contemporary sub-Saharan Africa, there is evidence to both support the diffusion of the transition and question the transition's assumption of universalism (see Gould and Brown, 1996). Indeed, sensitivity to both historical and spatial variations in linked demographic transitions has led to calls for a reformulation of the classic framework. Noting very high levels of ageing and below replacement fertility across a number of more developed nations, advocates of a new and distinctive second demographic transition discuss how new links between demographic drivers are being shaped by the changing relationships between parents and children in society, new living arrangements (including increased rates of cohabitation, mixed marriages and divorce) and sexual behaviours (including later parenting and high fertility outside marriage) (see, e.g., Ogden and Hall, 2004). In turn, the rise of immigration (e.g. in response to below replacement fertility) may promote new modes of belonging and family strategies, and create the conditions for another distinctive transition.

SUB-TOTAL: [15]

TOTAL: [75]