

BOOK REVIEWS

In Search of Mapwork: A worthwhile book for the geography classroom
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pp. 104)

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The authors of this publication anticipated to address the demands of the National Curriculum Statements for Geography (in grades 10 to 12). The style is appropriate for these grades, although there are some errors in grammar and style which will be referred to later. I was quite impressed with the publication, which I felt was learner-friendly, as well as highly attractive. Even with the criticism I have about the language style and grammar, I would recommend the book as a useful resource for FET teachers.

Regarding the format of the *In Search of Mapwork: A worthwhile book for the geography classroom*, the contents page (p. 3) is accurate, as is the glossed index on p. 104. The book is divided into four major parts, namely mapwork skills, mapwork interpretation, working with aerial photographs and orthophoto maps, and working with topographical maps and photographs. The introduction "About this book" is commendable and very explanatory. A section on "Assessment of mapwork" is given on p. 5 and another on geographical information systems on pp. 6 and 7. A page on learning outcomes and assessment standards for the relevant grades is given on p. 8.

In Search of Mapwork... is also intended for inclusive education purposes, and no bias in terms of culture, etc has been detected. The exercises are of the highest quality and will achieve their stated purpose.

The focus area of the book is the mapwork curriculum of grades 10 to 12 as set out in the South African National Curriculum Statement of 2003. As such the aim of the book is to elucidate mapwork and geographically literacy concepts.

In Search of Mapwork... is laid out in a systematic manner as it progresses through all the mapwork skills stated in the curriculum, with applicable exercises and maps, plus photographs and diagrams. Model answers have been included at the end of the book.

Regarding the accuracy and thoroughness of the book, I have quite a number of recommendations. In terms of the National Curriculum Statement (2003), the following has not been covered in *In Search of Mapwork...*: atlas work (for grades 10-12) and map projections (for grades 10-12). It would have been a major benefit if these two major themes in the curriculum could have been incorporated.

Examples of grammar improvements are the following:

- “industrial” should read “industry” on p. 3 (the contents page). Here the other words are nouns, so the adjective “industrial” is misplaced.
- “gradient” on p. 26, a good idea would have been to include the difference between suitable gradients for a road and a railway.
- On p. 35 “TBVC” is mentioned - I recommend that this is written out in full, because the current generations will not likely know what the letters (Transkei, Bophuthatswana, Venda, and Ciskei) stand for, nor is it mentioned in the glossary or glossed index.
- Regarding Chapter 4 (“Working with topographical maps and photographs”), I would advise writing “topographical map” in full instead of just “map” (pp. 46, 50, 52, 56, 58, 62, 64, 68, 74, 76, 80). “Topographical map” is written in full on p. 70, however. This will avoid confusion with the orthophoto map.
- Question 2.3 on p. 62 is rather tenuous - it should focus more on the specified pump storage scheme instead of coal-burning stations. The issue of tenuousness can also be leveled against question 5.2 on p. 80. There is no evidence on the map to support the answer given on p. 98. The question is too speculative at present.
- On p. 64 “trigonometrical” should be written instead of “trig”, which is too informal for a textbook.
- On the same page, “the process” should be added after “during and afterwards” (see question 3.1.1), which is somewhat an incomplete sentence.

- Regarding question 4.5.2 on p. 64, “map” should be included after “orthophoto”. For question 4.5.3, the sentence should read “Use the orthophoto map to compare the settlements ‘Far East Bank’ and ‘Modderfontein Agricultural Holdings’. List the differences” instead of how it is written on the specified page.
- For question 2.1 on p. 68, better grammatical style would be achieved by writing “Give two climatic reasons...a different climate to those living in Cape Town” instead of how it is presently written.
- For question 5.4 on the same page, it is best to use “Give” instead of “Discuss” to elicit the desired answers. It is also preferable to write foreign words in italics, for example, “rioolwerke” on p. 70. For the sakes or continuity of tenses, “do” should be written as “did”, as after “took” on p. 74.
- For the English translation of ‘Aukoerebis’, it should be written as “Place of Great Noise” (p. 74, top).
- For question 1.3 on p. 76, I would include “showing that mining occurs” instead of the way it is presently written.
- Question 4 on p. 83, under “GIS revision” is not a question- it should correctly end with a full stop instead of a question mark, as it calls upon learners to “list” only.
- For question 3 (at bottom) on the same page, the sentence should correctly read “a block on it at roughly an A4 size” instead of the informal way it is presently written.

However, positive aspects are that a good range of map examples from both rural and urban / developed and developing contexts have been used. The examples used are very applicable in terms of teaching for equity.

The authors have vast experience in the authoring of writing educational resources, and all have good backgrounds in the stated school grades.

In Search of Mapwork... is copiously laid out with descriptions, definitions and concept outlines. The topographical and orthophoto maps selected are of the highest applicability. The diagrams and satellite photographs are also very commendable.

Regarding the formatting aspects of the book; the glossed index, as mentioned already, on p. 104 is accurate. There is no bibliography. All photographs have been correctly referenced (on p. 2).

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In conclusion: *In Search of Mapwork...* content is satisfactory, and as such, it will be a worthwhile resource for secondary school teachers of Geography. The authors approach the topics in an interesting and innovative way, and there are plenty of highly enjoyable mapwork exercises for learners to complete. With some improved editing and careful proof-reading, plus the incorporation of sections on atlas work and projections, the book's content would have been more highly praised and adjudged by me.