



**South Africa Schools Booklet 2019**  
**Terrestrial & Marine**

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# 1. Study Area & Overall Research Aims

South Africa is the best place in the world if you want to learn about how to make wildlife conservation work financially. Income from game management and ecotourism revenue has meant that there is an ever-expanding network of game reserves that also benefit much other wildlife besides the game species. For the 2019 season there is the choice of options for school groups. This booklet will focus on the expedition involving a week at a terrestrial site (either Dinokeng or Balule) followed by a week diving at Sodwana. Note there are other sites on the map of research sites in South Africa (Figure 1) where university students are helping with related studies in other reserves.

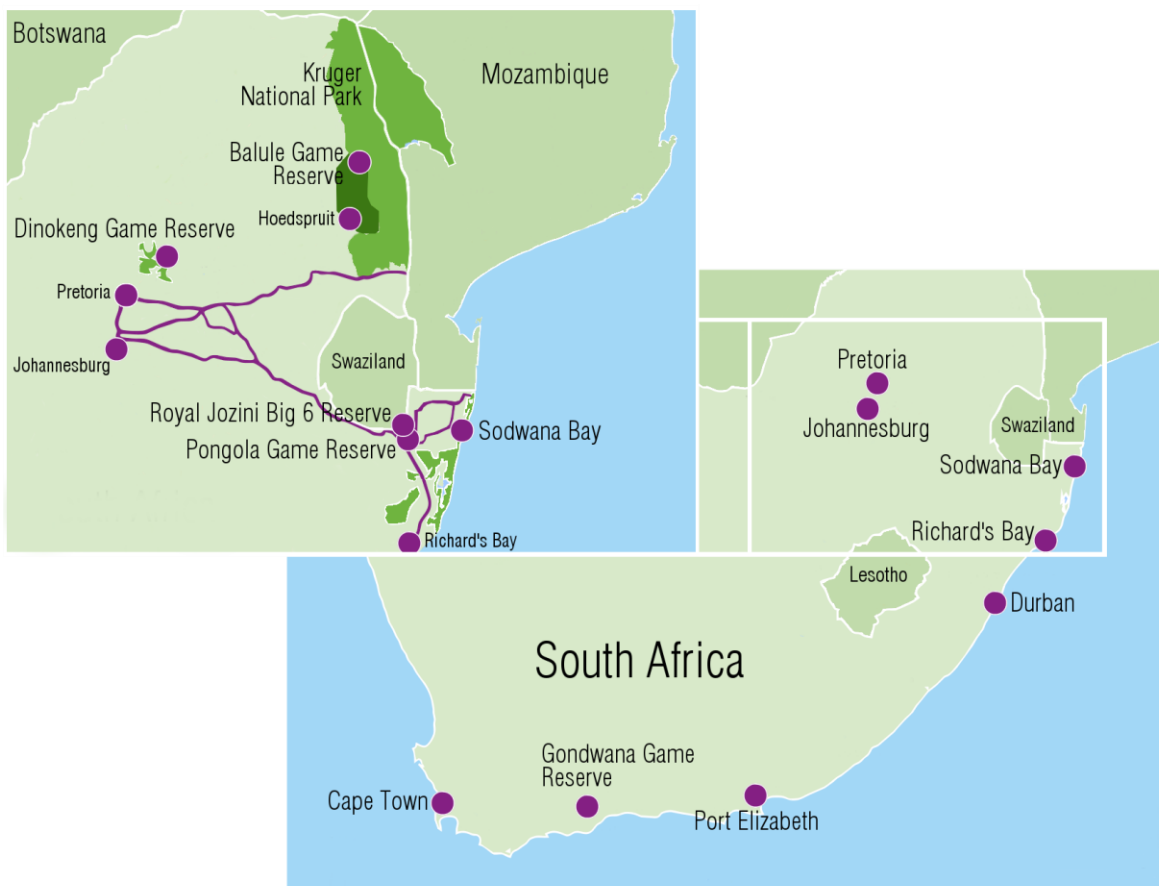


Figure 1. Location of the terrestrial sites – Balule, Dinokeng and Gondwana Game Reserves - and the marine camp – Sodwana Bay.

The three terrestrial sites offer slightly different insights into African conservation as they were all developed in slightly different ways leading to different management challenges. Dinokeng Game Reserve was formed through the donation of land from multiple small and large landowners in the area, many of whom still live within the reserve in fenced homesteads. The animals can roam freely around the individual properties within the reserve, which means the reserve offers a novel model for future South African conservation.

Balule Reserve is an example of where private landowners adjacent to an existing successful National Park (Kruger National Park) have dropped their fences to allow animals to move freely between these areas. This gives an extended range for the animals, but also enhances the tourism value of the privately-owned

reserves. Gondwana Reserve is an example of where adjacent cattle and game ranchers put together a potential reserve, fenced it and introduced game. Funding comes from setting aside 2 X 50ha areas within the reserve where individuals can buy a 1ha plot, build a house/lodge for their own use and have traversing rights across the whole reserve.

Given all this investment in wildlife management in enclosed reserves in South Africa, a whole series of management practices have grown up on which decisions are made. Some of these approaches seem to be making assumptions that are not borne out in practice. Examples include:

- Fynbos vegetation has zero carrying capacity for herbivores.
- Setting stocking rates for herbivores based on look-up tables linked to rainfall levels or using a computer programme to calculate amount of foliage based on standard tree shapes, gives accurate stocking levels. In practice developing techniques to measure the amount of foliage available for browsers for individual reserves may give more accurate data.
- Elephants damage vegetation and massively reduce the availability of forage for other species so should be stocked at no more than 0.35 animals per km<sup>2</sup>. In practice, they may keep the savannah from converting to woodland where most of the forage is then out of reach of the other herbivores and by knocking over trees make additional forage available to those species only feeding below 2m height.
- Direct counts by helicopter are necessary to get accurate counts of game numbers, whereas DISTANCE based transect surveys provide a much more cost-effective method and allow species that cannot be counted from the air, such as Nyala, to also be estimated.

The overall objective of the Opwall surveys in South Africa, which are run in conjunction with WEI, is to develop a manual of best practices for wildlife conservation reserve managers based on the latest scientific data and the results of some of these research projects across the high veld, low veld and fynbos vegetation communities.

## 2. Itinerary

One week at the terrestrial site (see section 4 for details) followed by a week dive training, diving if already qualified or snorkelling at Sodwana Bay (see section 7 for details). This expedition will start in either Dinokeng reserve in the Guateng Province or Balule reserve in the Limpopo Province and finish in Sodwana Bay. International flights will need to be arranged into Johannesburg airport by Friday at 0800hrs and out of Johannesburg airport on Friday after 2000hrs. Internal travel will be costed by the Opwall travel section once the flights have been arranged to ensure transfers to the terrestrial site from the airport at the start of the expedition and back from Sodwana Bay to Johannesburg airport at the end of the expedition.

On this option the students will complete an African Wildlife Management course (see section 4) in the first week. In the second week, there are different options depending on your dive experience. If the students are already dive trained or wish to snorkel during this week, then they will be completing an Indian Ocean reef ecology course and section 6 describes this in detail. Alternatively, the students will undertake their PADI training to gain the Open Water qualification.

### 3. Specific Research Objectives, Activities & Schedule at the Terrestrial Sites

#### Dinokeng Game Reserve

The Dinokeng Reserve is an 18,500 ha reserve in the high veld just north of Pretoria that provides a unique approach to wildlife conservation, which if successful, may offer a way in which wildlife corridors can be established and funded in Africa across landscapes with multiple previous uses. Much of the wealth of South Africa is concentrated around Johannesburg and Pretoria, yet just 50km north lies a large impoverished local community. In the early part of the century, the government of Gauteng province provided economic development support to these communities, by the creation of a large wildlife reserve to hold the big 5 (lion, leopard, elephant, buffalo and rhino) across what had been a landscape of game farms, traditional farms and small holdings. The government funded the fencing of the whole area and fenced around each of the buildings within the newly created reserve areas. The whole area was then stocked with game species and the owners of the land given traversing rights across the reserve. Thus instead of having large areas with animals fenced in, it is those living in the area of the reserve that are fenced out! This initiative been very successful and has allowed the creation of a number of tourism related businesses by the previous landowners and employment for local community members. Indeed so successful has it been that the area of the reserve is continuing to expand as additional landowners opt to join in the scheme. This approach may provide a model for how wildlife corridors linking existing conservation areas can be created and funded, so is a crucial project to study. WEI and Operation Wallacea have been appointed to provide data on a range of research outputs with the following objectives:

- 1) To determine the distribution of herbivores in DGR
- 2) To determine the herbivore carrying capacity of DGR
- 3) To assess the impacts of elephants on woody vegetation
- 4) To monitor bird community structures across the reserve
- 5) To measure the human – wildlife interactions and how they can be mitigated

Over the course of the week, the students will complete bush skills training alongside helping with the biodiversity research surveys needed to answer these research questions.

Question 1 is being answered from the large mammal transect studies which are conducted by vehicle and the position, species name, sex and age of all mammals sighted are recorded. Their angle using a GPS and distance from the transect are noted. The carrying capacity of the reserve (question 2) in terms of impact on woody vegetation is measured from the data collected by the students working in 1ha standard survey plots. Data are gathered on the level of browsing pressure on each tree and shrub using the Walker scale classification, the stem diameter of all woody plants and the amount of woody vegetation using the touch pole techniques. This data also includes specific information relating to elephants so can also be used to answer question 3. The data to answer question 4 is gathered from early morning bird point counts at a series of standard sites across the management unit. Question 5 will combine data from all survey types with detailed maps of the human activity within the reserve. Students may also be involved in direct monitoring of human activities such as road usage and the presence of roadkill.

## Balule Game Reserve

The Kruger National Park in South Africa covers an area of 18,989 square kilometres, making it one of the largest game reserves in Africa. It has become a major tourist attraction, largely due to the biodiversity within the park which comprises Baobab sandveld, Mopane scrub, Lebombo knobthorn-marula bushveld, mixed acacia thicket, Combretum-silver clusterleaf woodland and riverine forest ecosystems. The Kruger NP supports over 500 species of birds, almost 150 species of mammal (including all the Big Five), over 100 species of reptile and almost 2000 plant species. The Greater Kruger Area extends this out to include many smaller game reserves, such as the 18,000ha Balule reserve, creating a contiguous zone with no fence boundaries to impede game movement.

The OREC management unit of the Balule Game Reserve comprises 3800ha within the Balule Reserve. Since 2012, WEI have been completing year-round standardised surveys on the OREC management unit led by the same experienced field naturalist. In the June to August period each year these data sets have been supplemented during the Opwall survey season. The objectives of the research at this site are:

- 1) To quantify changes in elephant, buffalo, White Rhino and various species of antelope browsing and grazing pressure on the OREC management unit between 2012 and 2019.
- 2) To quantify changes in recruitment of herbivores by species between 2012 – 2019.
- 3) To identify habitat selection by various species of herbivore over the year plotted as density maps.
- 4) To determine whether the bird community structure at the standard monitoring sites has changed over the 2012 – 2019 and winter periods.
- 5) To determine whether the elephant carrying capacity for the reserve has been reached or exceeded by examining long term changes in the percentage of woody vegetation.

Over the course of the week, the students will complete bush skills training alongside helping with the biodiversity research surveys needed to answer these research questions. Questions 1 - 3 are being answered from the large mammal transect studies which are conducted by vehicle and the position, species name, sex and age of all mammals sighted are recorded. Their angle using a GPS and distance from the transect are noted. The data to answer question 4 is gathered from early morning bird point counts at a series of standard sites across the management unit. The carrying capacity of the reserve in terms of impact on woody vegetation is measured from the data collected by the students working in 1ha standard survey plots. Data are gathered on the level of browsing pressure on each tree and shrub using the Walker scale classification, the stem diameter of all woody plants and the amount of woody vegetation using the touch pole techniques.

## Itinerary

The volunteers will be divided up into groups of a maximum of nine and each will spend half of each day in the large fenced area of the camps having briefings and lectures. The other half of each day will be spent in the bush in vehicles or on foot in groups of nine with an armed guard and a FGASA qualified guide for each group. Thus some of the students will spend the morning in camp with briefings and lectures followed by the afternoon in the bush, whilst the rest will spend the morning in the bush and the afternoon on briefings and lectures, alternating each day.

The schedule is full but there is time for the students, either individually or in small groups, to prepare a short presentation based around information they have learnt across the week and these presentations will be given on the Thursday evening.

*Table 1. Indicative timetable for the week at the terrestrial site. Note there may be changes depending on fitness of students, group sizes and numbers, weather conditions or operational problems.*

Day	Group 1	Group 2
Fri eve	Introduction to camp and safety rules	Introduction to camp and safety rules
Sat am	Lecture 1 – An introduction to Africa’s Biodiversity Workshop 1 – Effects of fire on biodiversity	Vehicle based field visit with briefings about species encountered and safety when encountering these animals
Sat pm	Vehicle based field visit with briefings about species encountered and safety when encountering these animals	Lecture 1 – An introduction to Africa’s Biodiversity Workshop 1 – Effects of fire on biodiversity
Sat evening	Lecture on small and potentially dangerous species – spiders, snakes and scorpions	Lecture on small and potentially dangerous species – spiders, snakes and scorpions
Sun am	First field trek with armed guard to learn about safety issues and approaching game species	Lecture 2 – South African Birds Workshop 2 – Bird identification and practical survey skills
Sun pm	Lecture 2 – South African Birds Workshop 2 – Bird identification and practical survey skills	First field trek with armed guard to learn about safety issues and approaching game species.
Sun eve	Debate on local conservation issues	Debate on local conservation issues
Mon am	Bird point counts	Lecture 3 – The herbivores of South Africa Workshop 3 – Calculating density estimates and carrying capacities
Mon pm	Lecture 3 – The herbivores of South Africa Workshop 3 – Calculating density estimates and carrying capacities	Herbivore damage survey (habitat assessment)
Mon eve	Create elephant ID kits	Create elephant ID kits
Tue am	Lecture 4 – The predators of South Africa Workshop 4 – Problems with managing closed populations	Bird point counts
Tue pm	Herbivore damage survey (habitat assessment)	Lecture 4 – The predators of South Africa Workshop 4 – Problems with managing closed populations
Tue eve	Documentary & discussion	Documentary & discussion
Wed am	Large mammal transect surveys	Lecture 5 – The elephant Workshop 5 – Reducing human-animal conflict
Wed pm	Lecture 5 – The elephant	Large mammal transect surveys

	Workshop 5 – Reducing human-animal conflict	
Wed eve	Presentation preparation	Presentation preparation
Thur am	Lecture 6 – African conservation and wildlife management Workshop 6 – Consumptive vs non-consumptive reserve management	Bird point counts
Thur pm	Herbivore damage survey (habitat assessment)	Lecture 6 – African conservation and wildlife management Workshop 6 – Consumptive vs non-consumptive reserve management
Thur eve	Presentations	Presentations
Friday	Transfer to Sodwana	Transfer to Sodwana

Accommodation will be in a large fenced camp inside the reserve. Sleeping arrangements will be in single sex dorms and there are flush toilets and hot showers in the camp.

## 4. African Wildlife Management Course

During the time in camp during the first week, the students will be completing an African Wildlife Management Course that will have direct relevance to the research they are helping with in the field. Each session starts with a 40 – 45-minute lecture and the rest of the time is then spent on a workshop aimed at reinforcing elements of the lectures and applying the knowledge to practical South African examples.

### Lecture 1 – An introduction to Africa’s biodiversity

This lecture will outline the term ‘biodiversity’ and what this can mean in different situations to different groups of people. Students will also learn about the biodiversity of Africa and how humans, latitude and other gradients affect biodiversity.

### Workshop 1 – Effects of fire on biodiversity

Different fire regime case studies will be presented to the students which they will discuss and compare best method. The practical activity will be an exercise where students are given example vegetation data from savannah plots and asked to determine for each data set, which herbivores would be utilising the grazing/browsing, the fire loads and whether burning would be beneficial.

### Keywords

- Biodiversity
- Biogeography
- Fire
- Succession

### Lecture 2 – South African birds: how we name, identify and survey their numbers and distribution

This lecture briefly looks at the importance of taxonomy and its role in conservation. It then looks in more detail at the identification of local birds and how survey work is carried out.



**Workshop 2** - Students will learn 10 of the commonest bird calls likely to be encountered on the surveys. In addition, they will be taught how to use a GPS to plot routes and range finders to estimate distances will be demonstrated and the students will have to complete a test course using only GPS and estimating distances of target objects.

### Keywords

- Classification; Taxonomy; Binomial system; Dichotomous Keys
- Identification

### Lecture 3 – Adaptation: the herbivores of South Africa

This lecture will give an overview of Africa's main ecosystems and how herbivores are adapted for survival. There will also be a brief description of Kruger National Park and its importance in conservation. The lecture will concentrate on the mammalian herbivores and their ecology, behaviour and identification.

**Workshop 3** - The requirements in terms of browse or grazing amounts, minimum herd sizes and distance from water that each of the species routinely feeds will be discussed for each of the main ruminant (buffalo, impala, kudu, wildebeest, nyala, giraffe and other antelope species) and non-ruminant (zebra, elephant, rhino, hippo, bush pig, warthog) herbivore species. Students will be given stock density data and asked to estimate what percentage of the browse and grazing capacity was being utilised and what mix of additional browsers and grazers could be added to the reserve.

### Keywords

- Ecology; Habitat; Niche; Abiotic; Biotic
- Biome; Ecosystems;
- Adaptation
- Populations; Competition; Interspecific; Intraspecific; Predator Prey; density dependent; independent.
- Behaviour / nutrition

### Lecture 4 –\_Adaption: the predators of South Africa.

This lecture will look at the role of the main predators and how they are adapted for survival. In particular it will focus on the ecology of lions, cheetah and leopards will be looked at in detail.

**Workshop 4** – A film on hunting techniques in a savannah environment will be shown. Why reserves are fenced in South Africa and the problems associated with managing closed populations. Determining how many and what types of predators (lion, cheetah, hyena, leopard etc) should be introduced to control the growth of populations.

### Keywords

- Ecology; Habitat; Niche; Abiotic; Biotic
- Biome; Ecosystems;
- Adaptation
- Populations; Competition; Interspecific; Intraspecific; Predator Prey; density dependent; independent.
- Behaviour

### **Lecture 5** – Africa’s iconic animal: The Elephant

This lecture looks at the ecology and behaviour of the world’s largest land mammal. It also considers the role of this iconic animal in tourism and other problems such as the ivory trade and control of elephant populations.

**Workshop 5** - How do we define a damage causing animal and who should take responsibility? A hypothetical example will be given of a human wildlife conflict situation and the students will be asked how to best reduce the impacts.

#### **Keywords**

- Conservation, Sustainability
- Tourism, trophy hunting, population control, poaching, CITES
- Damage-causing; compensation
- Behaviour

### **Lecture 6** - African conservation and wildlife management

This lecture compares the consumptive use of game and non-consumptive use of game on game reserves through ecotourism. This lecture will include case studies on the sustainability of hunting and intensive breeding industries.

**Workshop 6** – A film discussing intensive breeding and hunting (legal) in conservation will be shown. Students will be asked to justify the role of private land owners in the conservation of rare (sable and roan) and endangered (lion, cheetah, wild dog and rhino) large mammals in South Africa in the context of consumptive and non-consumptive ecotourism.

#### **Keywords**

- Ecotourism
- Hunting
- Game breeding
- Conservation

## **5. Dive Training at Sodwana Bay**

For those students going to Sodwana Bay for their second week, there are three options available; doing a PADI Open Water Dive training course, an Indian Ocean Reef Ecology Course (with the practicals done either by diving or snorkelling – see section 6) or if the students arrive with the theory and pool training elements of the Open Water course already completed (Referrals) then they will spend the first part of the week completing the open water dives and the second part of the week on the Reef Ecology Course.

The PADI Open Water course consists of three different elements of learning; dive theory (knowledge development), confined water dives and open water dives. Each component plays its own role in the students’ development to meet the performance requirements and objectives they need to become a qualified diver. Please be aware that as a part of the PADI Open Water Course, all students will be required to complete some basic stamina tests on site. Student divers will need to demonstrate that they can comfortably maintain themselves in water too deep in which to stand by completing a 10-minute swim/float

without using any swimming aids. Students will also have students complete a 200m continuous surface swim or a 300-m swim with mask, fins and snorkel.

For those students who have completed both the dive theory and confined water sessions prior to expedition they can complete their PADI Open Water Referral Course on site. The students will first complete a check dive with their instructor to demonstrate that they still remember and can confidently perform the necessary skills to progress on to complete their open water dives.

Once referral students have successfully completed the final stages of their PADI Open Water course, they will be able to progress on to the Coral Reef Ecology course. Although there will not be enough time to run the full course, referral students will be able to join at a stage where they can get the chance to learn about the application of survey techniques in the marine environment and how that supports the management of coral reefs.

## 6. Indian Ocean Reef Ecology Course

Table 2 shows an example timetable of the activities that students undertaking the **Indian Ocean Coral Reef Ecology Course** will complete over the week – please note that timetables and activities are liable to change. The practical element of the reef ecology course can be completed by either diving or snorkelling and it has been designed to complement the content of the lectures. If students are already qualified divers by the time they arrive on site, they will be required to complete a compulsory check dive with a PADI professional at the start of the course. The Indian Ocean Coral Reef Ecology course covers a range of topics suitable to support A-Level biology and geography students over a range of different syllabuses. Lectures will be supported by a mixture of in-water and land-based practicals. In addition to the lectures, students will also be expected to complete a small group task throughout the course of the week. Students will be provided with an information pack at the start of the week, which will give them detailed information about an important topic in coral reef ecology/conservation. On the final afternoon at the end of their stay, they will do a small presentation of their findings to the group in as an imaginative way as possible!

*Table 2. An indicative timetable for students completing the Indian Ocean Coral Reef Ecology Course. Note that there will be changes to the itinerary depending on fitness of students, weather conditions or operational issues on site and the exact order of activities throughout the week may differ from the proposed timetable.*

Day	Lectures	Land-based activities
Saturday	<ul style="list-style-type: none"> <li>• The Blue Planet</li> </ul>	<ul style="list-style-type: none"> <li>• Quadrat building</li> </ul>
Sunday	<ul style="list-style-type: none"> <li>• An Introduction to Coral Reefs</li> <li>• Conservation of Coral Reefs</li> </ul>	<ul style="list-style-type: none"> <li>• Video analysis</li> </ul>
Monday	<ul style="list-style-type: none"> <li>• The Diversity of Coral Reefs I</li> </ul>	<ul style="list-style-type: none"> <li>• Dune walk</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>• The Diversity of Coral Reefs II</li> </ul>	<ul style="list-style-type: none"> <li>• Rock pooling</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>• The Diversity of Coral Reefs III</li> <li>• Mangroves and Seagrass</li> </ul>	<ul style="list-style-type: none"> <li>• Shark conservation centre</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>• The Future of Coral Reefs</li> <li>• Marine Megafauna</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing a reef on land</li> </ul>

### **Lecture 1: The Blue Planet**

- Quick fire facts to excite students about the marine world
- Who would win in a fight between a great white shark and a killer whale?
- Why is the sea blue?
- Why is the sea salty?
- Why are whales so important?
- Where did life originate?

### **Lecture 2: An Introduction to Coral Reefs**

- Coral biology; growth, development, feeding and reproduction
- Importance of the symbiotic relationship between corals and zooxanthellae
- What are coral reefs and where are they found?
- Introduction to the Indian Ocean

### **Lecture 3: Conservation of Coral Reefs**

- The value of coral reefs
- An introduction to macroalgae
- Competition between macroalgae and hard coral; phase-shifts
- Local threats to coral reefs that stimulate phase-shifts; i. Destructive fishing, ii. Coral mining, iii. Overfishing, iv. Water pollution, v. Coastal development, vi. Disease

### **Lecture 4: The Diversity of Coral Reefs I**

- An introduction to taxonomy
- Classifying a green alga
- Classifying a sea cucumber
- Classifying a parrotfish

### **Lecture 5: The Diversity of Coral Reefs II**

- Coral reef food webs
- Fish herbivory
- Invertebrate herbivory
- Filter feeding
- Predation

### **Lecture 6: The Diversity of Coral Reefs III**

- An introduction to behaviour
- Parasitism
- Commensalism
- Symbiosis
- Camouflage
- Fish sensory systems

### Lecture 7: Mangroves and Seagrass

- Mangrove adaptations
- Seagrass adaptations
- Ecosystem services and functions
- Importance of habitat connectivity
- Threats to mangroves and seagrasses

### Lecture 8: The Future of Coral Reefs

- Rising sea surface temperature
- Ocean acidification
- The structure of a reef in 2100
- Conservation management

### Lecture 9: Marine Megafauna

- Marine mammals – whales and dolphins
- Eco-tourism
- Elasmobranchs – sharks and rays
- Shark finning

## 7. Academic Benefits

Apart from the most obvious values of going on an expedition such as contributing towards conservation, the physical challenge and adventurous travel, the experience can also benefit a student by increasing their chances of gaining entry to university or being successful in a job application and impressing at interview. This can be achieved in many ways but it will often depend upon which country and educational system a learner is from. Common to most countries the experience will:

Enhance their understanding of course syllabuses

Allow learners to gain specific qualifications such as:

Research Qualifications e.g. Extended Essays for IB and UK EPQs

University Course Credits in US

Creativity, Action and Service (CAS) for IB

Universities Award from ASDAN

### *IRPs or Individual Research Projects*

In the last few years an increasing number of students joining our research programmes take this opportunity to undertake **IRPs**. These research projects take many different forms, but what they all have in common is the need to pose and answer a research question. Examples of these include **Extended Project Qualification (EPQ)**, **Extended Essay (EE)** for IB, as well as many different projects specific to many education systems worldwide.

We can support the **dissertation essay style** research question; however individual scientific investigations (in which students design and collect their own data) are more difficult to facilitate given the short amount of time students are present on-site.

It is a fantastic opportunity for a student to witness first-hand many of the aspects of their research question and, in many cases, they will have access to samples of past datasets for their project. Students may also

have the opportunity to talk with the actual scientists involved which will give them a convincing 'slant' to the way in which they answer their research question.

Much of the research they will be able to get involved with is specific to their expedition location. The projects that students will encounter range from students helping to collect data through to working and learning alongside the scientists where primary data collection by school students is less practical or more difficult.

For success with IRPs, careful planning is needed by the student and a lot of the work will be done prior to their expedition. They will need close guidance from their school supervisor and the scientists in the field need to be briefed so that support can be provided where they can. We have now developed an application system to ensure that the student will be able to realistically undertake such a project, that their choice of topic is appropriate to their expedition site, the science staff 'on-site' are aware of the project and where practical can assist in a constructive way before, during and after their expedition.

For more information visit the Opwall website - [www.opwall.com/schools/educational-benefits/independent-research-project/](http://www.opwall.com/schools/educational-benefits/independent-research-project/)

### *Relevance of their expedition to the syllabus*

Specific specifications for Biology, Geography and Environmental Studies have been reviewed for over 10 examination boards from around the world to see how relevant a student's expedition experiences will be when related to what they learn in their classroom. The tables in the appendix section show how this matching works although not all topics are relevant to all sites so have been grey-out.

## 8. Additional Reading

Allsopp N , Jonathan F Colville , G Anthony Verboom , **Fynbos (2016): Ecology, Evolution, and Conservation of a Megadiverse Region**, Oxford University Press ISBN-13: 9780198777762

Apps P, (2012) **Smither's Mammals Southern Africa** Random House Struick ISBN-13: 9781770079137

Branch, B. (1998) **Field Guide to Snakes and other Reptiles in Southern Africa**. Struik Publishers, Capetown.[www.struik.co.za](http://www.struik.co.za). ISBN 1 86872 040 3

Briggs P, Lizzie Williams (2009) **The AA Guide to South Africa** AA Publishing. *Excellent summary at the start of history and politics*. ISBN-10: 0749562366

Carruthers, V. (2008) **The Wildlife of Southern Africa - a field guide to the animals and plants of the region**. Struik Publishers - ISBN-13: 9781770077041

Cillie B, (2009) **The Mammal guide of Southern Africa** Briza Publications ISBN: 1875093451

Esler KJ, Shirley M Pierce , Charl de Villiers (2015) **Fynbos: Ecology and Management** Briza Publications ISBN-13: 9781920217372

King D, Valda Frase (2014) **The Reef Guide: East and South Coasts of Southern Africa** Random House Struick ISBN-13: 9781775840183

Manning J, Colin Paterson-Jones (2008) **Field Guide to Fynbos**, SASOL First Field Guides ISBN-13: 9781770072657

Marais, J (2004) **A complete Guide to the snakes of Southern Africa** New Holland Publishers ISBN: 186872932X

Newmann KB, Faansie Peacock, Vanessa Newman Ralph Boettger (2010) **Newman's Birds of Southern Africa** Random House Struick ISBN-13: 9781770078765

Palgrave K, Meg Palgrave (2001) **Everyone's Guide to Trees of South Africa** Random House Struick ISBN: 1868724891

Paterson-Jones C, John Manning (2007) **Ecoguide: Fynbos** Briza Publications ISBN-13: 9781875093663

Sinclair, I, Phil AR Hocke, Warwick Tarboton , Peter G Ryan , Norman Arlott , Peter Hayman (2011) **SASOL Birds of Southern Africa** Random House Struick ISBN-13: 9781770079274

Van Wyck, B, Van Wyck, P & Van Wyck, B. E (2000) **Photographic Guide to Trees of Southern Africa**. Briza Publications, Pretoria.

Walker, C. (1996) **Signs of the Wild - a field guide to the spoor and signs of the mammals of southern Africa**. Struik Publishers, Capetown. [www.struik.co.za](http://www.struik.co.za). ISBN 1 86825 896 3.

Whyte, I. & Chittenden, H. (2008) **Roberts Bird Guide: Kruger National Park and Adjacent Lowveld: A Guide to More than 420 Birds in the Region**. Jacana Media. ISBN-13: 9781770096387

### **Electronic media**

BBC Last Chance to See, Episode 3: Northern White Rhino. Available online at

<http://www.bbc.co.uk/programmes/b00mvbbx>

BBC Life of Mammals, Episode 4: Plant Eaters

BBC Life of Mammals, Episode 5: Meat Eaters

BBC Planet Earth, Episode 7: Great Plains

The Secret Life of Elephants. BBC Video. Available from NHBS - [www.nhbs.com/](http://www.nhbs.com/)

BBC's Africa Documentary