



Design your own creative front page
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NAME AND SURNAME: _____

GRADE: _____

EDUCATOR: _____

INSTRUCTIONS:

1. The task must be completed in this booklet.
2. Tasks must be handwritten.
3. This task must be accompanied by a PRACTICAL COMPONENT on PROJECT BASED LEARNER.
4. The practical component must have evidence by means of videos and photos or practical demonstrations which will be evaluated by the Educators.
5. Original ideas will assist you to score higher marks.



INDEX





Evidence of primary sources:







Downloaded from stanmorephysics.com

Essay between 300 and 400 words to

- 1) identify the problems
- 2) interpret all the sources and
- 3) indicate insight of the effects.

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Recommendations and conclusion (accept/reject).



STEP 5:
Bibliography



STEP 6: [Downloaded from Stanmorephysics.com](http://Stanmorephysics.com)

Solutions

(Here you will write down your **ORIGINAL** ideas and solutions how we can survive without relying on ESKOM.)

This section is part of the practical part of the assignment.

You can even build a model and attach pictures and videos.

Videos must be uploaded onto the internet and write down the link in the block below.

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	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
STEP 1: FORMULATION OF HYPOTHESIS	Learner has not understood the formulation of a hypothesis and has merely stated a topic.	Learner has formulated the hypothesis. Not a research topic specific to Geography Enquiry Specific area not identified. No specific problem. No specific impact.	Learner has formulated the hypothesis. Describes a topic specific to Geography Enquiry Geographical area is not specific. Problem not specific. Impact not specific.	Learner has formulated the hypothesis. Describes a topic specific to Geography Curriculum. Geographical area is specific. Problem is specific. Impact is specific.	Learner has formulated the hypothesis. Describes a topic specific to Geography Curriculum. Geographical area is specific. Problem is specific. Impact is specific.		
	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
STEP 2: MAP AND BACKGROUND INFORMATION	Irrelevant map. Limited to no information. Unable to give a description or background information of the area being studied in a paragraph.	Relevant map of Research area included. Limited information. No legend. No Scale. No Buffer Zones created. Some description of an area is provided in a paragraph with limited background information given.	Relevant map of Research area included with appropriate legend but limited detail. Relevant description of an area with most of the background information provided in a paragraph.	Relevant research area identified on a map with an appropriate legend, appropriate labels and use of scale. Study area is well motivated and forms part of the local community and a related geographical issue. Learner has fully described the study area in a paragraph and has provided the appropriate background information relevant to the Hypothesis.	Accurate map used with appropriate detail showing accurate details of buffering and delineation of research areas with appropriate information including a legend and a scale. Study area is well motivated and forms part of the local community and a related geographical issue. Learner has fully described the study area in a paragraph of exactly EIGHT lines and has provided the suitable background. information relevant to the Hypothesis.		

	1-6	7-15	16-20	21-24	26 - 30	Educator Mark	Moderator Mark
<p>STEP 3:</p> <p>COLLECTION, ANALYSIS AND REPRESENTATION OF DATA</p>	<p>Only one primary and one secondary source of data is used.</p> <p>The learner shows little understanding of the topic and is unable to identify, interpret or show the effects from the sources used.</p> <p>Less than 300 words without appropriate graphical representation</p>	<p>Primary and secondary sources of data collected which inadequately informs research methodology.</p> <p>The learner can identify some of the problems from the sources but shows limited understanding of interpretation and effects.</p> <p>Between 300 and 400 words.</p> <p>Graphical information not relevant to Hypothesis.</p>	<p>Primary and secondary data sources that mostly enable an understanding of the research area studied.</p> <p>The learner can identify and interpret the sources in most case but shows limited ability to show the effects.</p> <p>Between 300 and 400 words.</p> <p>Graphical Information relevant but not interpreted according to the Hypothesis.</p>	<p>A variety of primary and secondary data sources collected that accurately define the hypothesis.</p> <p>The learner can identify the problems and interpret all the sources and is able to show some insight of the effects.</p> <p>Between 300 and 400 words</p> <p>Graphical Information relevant and interpreted according to the Hypothesis</p>	<p>The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format of EIGHT lines.</p> <p>Specific primary or secondary sources collected that accurately define the Hypothesis.</p> <p>Relevant communication from related authorities in the form of letters/emails etc.</p> <p>The learner can identify the problems and interpret all the sources and is able to provide clear insight of the effects.</p> <p>Between 300 and 400 words used.</p> <p>Variety of Graphical Information used relevant to Hypothesis.</p>		

	1-4	5-9	10-14	15-19	20	Educator Mark	Moderator Mark
<p>STEP 4: RECOMMENDATIONS, SOLUTIONS AND CONCLUSION (ACCEPT/REJECT).</p>	<p>The learner is unable to provide relevant recommendations and solutions to the problem in a paragraph format. No conclusion provided with no ACCEPT or REJECT statement</p>	<p>The learner could only provide some recommendations and solutions to the problem in a paragraph format. Conclusion provided but research conducted does not accept or reject the hypothesis</p>	<p>The learner can provide meaningful recommendations and solutions to the problem in a paragraph format. Conclusion provided with an acceptance or rejection of the hypothesis.</p>	<p>The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format. Conclusion provided with an acceptance or rejection of the hypothesis. The research conducted provides a framework for the ACCEPT/REJECT statement</p>	<p>The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format Of EIGHT lines. Clear Research methodology using Hypothesis testing techniques. Is able to see the ACCEPT/REJECT statement with a variety of sources and findings</p>		

	1	2 - 4	5 - 7	8-9	10	Educator Mark	Moderator Mark
<p>STEP 5:</p> <p>BIBLIOGRAPHY, COVER PAGE AND PRESENTATION</p>	<p>No cover page is provided. No index No bibliography provided.</p>	<p>Cover page is provided with incomplete details. Index is provided but incomplete. Learner is unable to present the process followed in identifying the hypothesis and conducting the research and reaches a state of ACCEPT/REJECT the phrase. Bibliography provided is incomplete.</p>	<p>Cover page contains all the required details. Learner can present process in identifying the hypothesis and conducting the research to reach a state of ACCEPT/REJECT the phrase. Is not able to show how research area is able to benefit the natural and/or social environment. Limited Bibliography provided but is correctly formatted.</p>	<p>Creative cover page used that contains elements of research captured and most of the relevant information. Learner can present process in identifying the hypothesis and conducting the research to reach a state of ACCEPT/REJECT the phase. Can show how research area is able to benefit the natural and/or social environment. Bibliography provided in correct format</p>	<p>Cover Page with all relevant information including stated hypothesis and creative expression of selected area of study. Learner can present Hypothesis related to the Geography Curriculum. Traces steps of research processes and can make a logical ACCEPT/REJECT statement. Research is centred around adding value to natural and social environment and is directly related to the GEOGRAPHY CURRICULUM Extensive research conducted and bibliography shows insight into research area.</p>		
	1 - 2	3 - 6	7 - 10	11 - 14	15 - 20	Educator Mark	Moderator Mark
<p>STEP 6:</p> <p>PRACTICAL COMPONENT / SOLUTION FOR LOADSHEDDING</p>	<p>The learner is demonstrating an elementary solution to loadshedding. Not much effort was put into the practical component</p>	<p>The learner demonstrates a solution to loadshedding. Little effort was put into the practical component</p>	<p>The learner demonstrates a good solution for loadshedding. Satisfactory effort was put into the practical component</p>	<p>The learner demonstrates a creative solution for loadshedding, and much effort was put into the practical component</p>	<p>The learner demonstrates a very creative and workable solution for loadshedding. The learner put much effort into the practical component.</p>		

