



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI EAST

NATIONAL
SENIOR CERTIFICATE

GRADE 12

GEOGRAPHY GRADE 12

RESEARCH TASK

Stanmorephysics.com **APRIL/MAY 2025**

MARKS: 100

SUBMISSION DATE: MAY 2025

Research Framework for assessment

Research Activities	Steps	Marks	Timeframe
Formulate the hypothesis or Problem statement	1	5	One week
Background Information about the study area	2	10	
Mapping	3	10	
Data Collection	4	20	One week
Analysis and synthesis of data	5	20	One week
Recommendations and possible solutions	6	10	
Conclusion-accept or reject the hypothesis	7	5	
Bibliography	8	5	One week
Cover page		5	
Presentation		10	
TOTAL		100	
SUBMISSION			

Curriculum content: Climate and Weather

Topic: Impact of Tropical Cyclone Filipo along the east coast of Mozambique and the other affected African countries.

Conduct your research following the steps outlined below.

Step1: Formulate the hypothesis/problem statement.

- Formulate your own hypothesis based on the impact of tropical cyclones. It must be in the form of a statement including what, where and impact of the geographical issue.

Step 2: Background Information about an area of study.

- Explain where in Mozambique is the study area located. (Indicate on a map)
- Describe the study area in terms of its exact position (degrees, minutes and seconds) population and other relevant statistical information. • Climate of the area

Step3: Mapping

- Provide a map of the area in question
- Create a buffer zone around the area affected by the tropical cyclone.
- The map should have a clear legend or key.
- The scale must be indicated on the map.
- Create a buffer zone around the area of study.
- The map should be the most recent map of the study area

Step4: Methods of data collection Collect data using:

- Photographs and maps
- Literature research (newspapers, magazines, books, etc) • Internet research

Step 5: Analysis and Synthesis of data

- Analyse the data that you have collected, formulate a report on your findings. Support your findings with graphs, photos etc.
- Briefly discuss the impact of the tropical cyclone in the area of study.
- Briefly discuss the problems faced by people in the area affected by the tropical cyclone.

Step6: Recommendations and Solutions.

- Provide suitable recommendations and solutions to minimize impact of tropical cyclones.

Step 7: Conclusion: Accept or reject the hypothesis

- Based on your findings in Step 5, you may either ACCEPT or REJECT the hypothesis
- Give reasons for your conclusion.

Step 8: Bibliography

- You must include a comprehensive bibliography-List websites in full and underline e.g. http://www.sahistory.org.za/topic/womenstruggle_1900-1994 •
- You must include annexures of questionnaires and interviews conducted.

Step 9: Submission

- Collate all your information • Include a table of contents
- Design a suitable cover page.
- Submit your research.

NB: Compiling a bibliography for a research task:

- For a book:
Author (last name, Initials). Title of book, (Publishers) ,Date of publication.
- For a magazine:
Author (last name, first) Name of Magazine, Volume number (Date) page number (s)
- For newspaper
Author (last name, first) Article Title, Name of Newspaper, City, (Date) section, page number(s).



GEOGRAPHY RUBRIC: RESEARCH TASK

NAME OF LEARNER: _____

GRADE:1 2

CURRICULUM TOPIC: _____

RESEARCH TOPIC: _____

Mark	1	2-3	4-5			Educator Mark	Moderator Mark
Step 1 Formulation Of hypothesis/ Problem statement	Learner has not understood the formulation of a hypothesis/problem statement and has merely stated a topic	Learner has formulated a hypothesis/problem statement for a research topic and is specific about an area, but not about a geographical problem or impact of the problem.	Learner has formulated a hypothesis/problem statement that accurately describes a specific geographical problem and its impact in a specific area				
Mark	1	2-3	3-5	6-10		Educator Mark	Moderator Mark
Step 2 Background Information	Unable to give a description or background information of the area being studied	Some description of an area is provided with limited background information given.	Relevant description of an area of study with most of the background information provided.	Learner has fully described the study area and has provided the appropriate background information.			
Mark	1	2-3	4-5	6-7	8-10	Educator Mark	Moderator Mark

Step 3 Mapping	Irrelevant map included with no information	Relevant map of area included with limited information and no legend.	Relevant map of research area included with appropriate legend and limited details	Relevant research area identified on a map with an appropriate labels and use of scale	Accurate map used with appropriate detail showing accurate details of buffering and		
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					delineation of research areas with appropriate information, including a legend and a scale.		
Mark	1-3	4-8	9-12	13-16	17-20	Educator Mark	Moderator Mark
Step 4 Data collection	Only one secondary source of data is used.	Secondary sources of data used and inadequately informs research methodology.	The secondary data sources that mostly enable an understanding of the research area of studied.	A variety of secondary data sources used, and accurately describe the hypothesis.	Specific data that accurately define the hypothesis collected and data sources acknowledged.		
Mark	1-3	4-6	7-9	10-15	16-20	Educator Mark	Moderator Mark

Step 5 Analysis and synthesis of data	The learner shows little understanding of the topic and is unable to identify, interpret or show the effects from the sources used.	The learner is able to identify some of the problems from the sources but shows limited understanding of interpretation and effects.	The learner is able to identify and interpret the sources in most cases, but shows limited ability to show the effects.	The learner is able to identify the problems and interpret all the sources and is able to show some insight into the effects.	The learner is able to identify the problems and interpret all the sources and is able to provide clear insight into the effects.		
Mark	1	2-4	5-7	8-10		Educator Mark	Moderator Mark
Step 6 Recommendations and solutions	The learner is unable to provide relevant recommendations and solutions to the problem.	The learner could only provide some recommendations and solutions to the problem.	The learner is able to provide most of the recommendations and solutions to the problem.	The learner provides clear insight into all relevant recommendations and possible solutions to the problem.			
Mark	0	1-3	4-5			Educator Mark	Moderator Mark
Step 7 Conclusion	No conclusion provided with no accept or reject statement	Conclusion provided but the learner does not accept or reject the hypothesis/problem statement.	Conclusion provided with an acceptance or rejection of the hypothesis/problem statement.				
Mark	0	1-3	4-5			Educator Mark	Moderator Mark

Step 8 Bibliography	No bibliography provided.	Bibliography provided is incomplete.	Bibliography provided is correct.				
Mark	0	2-3	4-5			Educator Mark	Moderator Mark
Step 9 Cover page	No cover page is provided.	Cover page is provided with incomplete details.	Cover page contains all the required details.				
Mark	1	2-3	4-9	7-10		Educator Mark	Moderator Mark
Presentation	No clarity of expression	Limited creativity	Good, neat and shows creative skills.	Excellent and extremely neat, shows very creative presentation skills.			