

DEPARTMENT OF
EDUCATION

VHEMBE EAST DISTRICT

SUBJECT: GEOGRAPHY FET

2025 ESSAY/ RESEARCH TOPICS AND INSTRUCTIONS GRADE 10-12

DATE OF ISSUE TO LEARNERS: 27 MARCH 2025

DATE OF SUBMISSION TO THE EDUCATOR: 05 MAY 2025

A. NOTE TO THE TEACHER:

CONSULT THE DBE GUIDELINE AND OUR POWERPOINT PRESENTATION FOR MORE DETAILS ON HOW TO WRITE YOUR ESSAYS AND DO YOUR RESEARCH PROJECTS. IDEALLY LEARNERS SHOULD START WORKING ON THE ESSAYS OR RESEARCH PROJECTS IMMEDIATELY. TO THIS END WE HAVE INCLUDED READY- MADE SAMPLE QUESTIONNAIRES FOR RESEARCH PROJECTS

Before embarking on their research projects learners **MUST** draw up a **Research plan** (Research proposal) that must first be approved by the teacher. The research plan gives direction to the project and ensures that learners' time is not wasted on a project that is not viable. This comprises all the steps up to research methodology. A research program indicating time frames and milestones towards the completion of the project is also another valuable tool for a successful project. Consult the DBE guideline for examples of these documents.

*****MARKING RUBRICS GRADE 10 ESSAY AND GRADE 11- 12 RESEARCH HAVE ALSO BEEN PROVIDED IN THIS DOCUMENT**

GRADE 10: ESSAY TASK

GRADE 11 & 12: RESEARCH TASK

NO GROUP WORK IN GRADE 10. ALL LEARNERS TO WORK AND SUBMIT INDIVIDUAL ESSAYS

TO EASE MONITORING AND LEARNER SUPPORT DURING THE ESSAYS OR PROJECTS, IT IS BEST TO LIMIT THE NUMBER OF TOPICS PER GRADE TO A MAXIMUM OF TWO

A. TOPICS

GRADE 10

Write an Essay on one of the following topics.

1. The impact of climate change on the economy of South Africa/ Mozambique
2. Attitudes towards migrants in your local area.
3. Conservation of water resources in the local municipality/ local town
4. *Any other reasonable topic with prior moderation and approval by the HOD [100 marks]*

GRADE 11

Topics for Research project

1. Rate of gender based violence within your local area.

Possible Hypothesis: the rate of gender based violence is higher in rural areas compared to urban areas, this is because in rural areas the patriarchal system is still instilled.

2. Effects of drought in the farming sector in a particular area.

Possible Hypothesis: Drought has a negative effect in crop production in ----- (name of) Village, this is due to lack of rainfall which leads to lower yields.

3. The impact of formal education on unemployment in a particular area.

Possible hypothesis: The rate of unemployment is high among people with low education level (no qualifications), this is because employers prefer to hire skilled labour.

4. *Any other reasonable topic with prior moderation and approval by the HOD*

[100 marks]

GRADE 12

Topics for Research project

1. Role of informal sector in economic development of the local area.

Possible hypothesis: The informal sector plays an important role in alleviating poverty in the ----- (name of) area.

2. The sphere of influence of a service centre. e.g. School, clinic, hospital, police station, etc.

The density of the customer population of a service centre is high near the service centre but decrease with increasing distance, due to the frictional effects of the distance.

3. *Any other reasonable topic with prior moderation and approval by the*

[100 marks]

NB. Each of the above hypotheses is about the relationship between TWO variables- dependent and independent variable which are either in a positive or negative relationship which the researcher wishes to explore. This channels your research to be FOCUSED. If the suggested hypothesis is proposing a negative correlation between the variables, you are at liberty to phrase it to presuppose a positive relationship between them or even state it as a null hypothesis.

CAUTION:

Learners should design questionnaire or data collection tools which talk to the hypothesis of their research. Their data analysis should also be based on the data in administered data collection tools –instead of copying data analyses of other people’s research papers or dissertation leading to the offense of plagiarism.

B. TECHNICAL ASPECTS

- Your Essay/ Research Report **MUST** be divided into headings and sub-headings and be well illustrated with appropriate figures, maps, tables, etc.
- The size of the whole Essay/ Research including the table of content, list of references and annexures should range between 5-10 pages.
- If typing is preferred use
 - Font types like Arial or Times New Roman
 - Font size 12
 - 1.5 Line spacing
 - Use sentence case instead of caps throughout the entire document

C. REFERENCING

Use the **Harvard Method** of reference

(i) Book

In text:

According to Fair (1982: 27) -----

In the list of references:

Author’s name. Year of publication. Title (underlined or italicised or in bold print). Place of publication. Year of publication in that sequence.

Fair T.J.D. 1982. *South Africa: Spatial frameworks for development*. Cape Town: Juta.

(ii) Contribution in a book

In text:

----- (Preston, et al. 1999: 752).

Where et al stand for “and others” and is used for three or more authors

If there are ONLY two authors, you name both of them

In the list of references:

Preston G.R., Robbins N. & Fuggle R.F. 1999. Integrated environmental management. In: Fuggle R.F. & Rabbie M.A. (Eds.). *Environmental management in South Africa*. Cape Town: Juta, pp. 748-761

(iii) Journal articles

In text:



According to Mbaiwa (2003: 449) -----

In the list of references

Mbaiwa J.E. 2003. The socio-economic and environmental impacts of tourism development on the Okavango Delta, north-western Botswana. *Journal of Arid Environments*, 54(2):447-467.

54 stands for the volume number whereas 2 stands for the section. 447- 467 are the page numbers in the journal . Sometimes the page numbers are preceded by the abbreviation pp. e.g pp. 447-

(iv) Internet articles

In text: Wolmer (2003) is of the view that -----

In the list of reference:

Wolmer W. 2003. *Sustainable livelihoods in Southern Africa*. Available from: wysis://http://www.Eldis.org/csr/privatecommunityecotourism.html [Accessed on 30/06/2003].

(v) Interview

In text:

According to Langa (2004) -----

In the list of references:

Langa T.B. 2004. (Ward Councillor, Tobatse Local Municipality). Personal interview: Tourism development at Sterkfontein. Garankuwa Local Municipality, Ekurhuleni, Republic of South Africa, 10 January.

Name of interviewee. Year. Position of the interviewee and place of work. Type of interview and purpose of the interview. Place in detail. Date of interview

(V) Newspaper

In text:

According to Anon (2003: 41)-----

We use Anon if the author is unknown (anonymous)

In the list of reference:

Anon. 2003. Mapungubwe to dominate heritage celebrations. *Mirror*, 05 September 2003.

Author. Year of publication. Title of the article. Name of the newspaper. Date of publication

SERIOUS WARNING

PLAGIARISM OR UNMARKED SCRIPTS CONSTITUTE SERIOUS ASSESSMENT
IRREGULARITIES AND MISCONDUCT AND THEY WILL THEREFORE NOT BE TOLERATED

SAMPLE QUESTIONNAIRES QUESTIONNAIRE NO.-----

SCHOOL:----- GRADE:-----

Grade 11 Topic 3

Dear respondent.

Thank you for your time to complete this questionnaire about our Grade 11 class' study of the unemployment situation in-----area. Be assured that your privacy is important to us. Your name and contact details will not in any way be published with the findings of this project. It is only collected for information purposes only.

SECTION A BASIC DATA

Name:-----Gender:-----Age:-----

Home address:----- Contact no.-----

SECTION B SURVEY DATA

1. How would you describe your employment status?

Employed full-time []

Employed part-time []

Freelance/contract employee []

Self-employed []

Unemployed []

2. What is your highest level of schooling?

No formal schooling []

Grade R- 7 []

Grade 8- 11 []

Diploma []

University degree []

Drop out [] Please specify:-----

3. Did you undergo training for any job? Yes []

No []

4. If yes, please specify the type of training that you have undergone

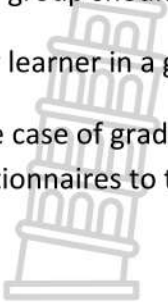
ADMINISTERED BY:----- SIGNATURE: DATE:-----

FURTHER INSTRUCTIONS AND TIPS

Every group should be made up of **five** learners

Every learner in a group should administer a minimum of **ten (10)** questionnaires

In the case of grade 11 we suggest the use of snowball sampling so that learners can only administer questionnaires to the relevant people- the unemployed, instead of approaching everybody.



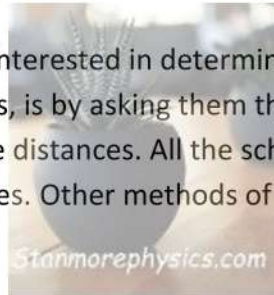
ANALYSIS OF DATA

Grade 11

Should demonstrate the relationship between qualifications and unemployment- no. and percentages of people in different qualifications (education levels) and whether they are employed or unemployed. This information could be presented and analysed using numbers, percentages, table, graphs.

Grade12

From the hypothesis it should be clear that we are interested in determining the distances between patients and their homes. The best way of doing this, is by asking them the names of their neighbouring schools and then use Google maps to determine the distances. All the schools in South Africa are found in this cellphone App with their directions and distances. Other methods of determining distances can also be used.



Data analysis will also involve numbers of patients and distances travelled. This information could be presented and analysed using table, graphs, concentric zones, percentages

SOURCES

Bailey K.D. 1987. *Methods of social research*. 3rd edition. New York: The Free Press.

Bless C. & Higson-Smith C. 1995. *Fundamentals of social research methods: An African perspective*. 2nd edition. Kenwyn: Juta.

DBE. 2017. *Geography Guideline: Exemplar Research Task*. Pretoria: DBE

ESSAY MARKING RUBRIC– TOTAL MARKS 100

TOPIC:-----

LEARNER:----- SCHOOL:-----CIRCUIT:-----

CRITERIA	LEVEL DESCRIPTORS				SCORE
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	
Criterion 1	8 – 10	5 - 7	3 – 4	0 – 2	
Planning (10)	Shows thorough/ excellent understanding of planning (clear research schedule provided)	Shows adequate understanding of planning	Shows Some evidence of planning	Shows little or no evidence of planning	
Criterion 2	8 – 10	5 - 7	3 – 4	0 – 2	
Identify and access a variety of sources of information (10)	Shows thorough/ excellent understanding of identifying and accessing sources of information	Shows adequate understanding of identifying and accessing sources of information	Shows some understanding of identifying and accessing sources of information	Shows little or no understanding of identifying and accessing sources of information	
Criterion 3	8 – 10	5 - 7	3 – 4	0 – 2	
Knowledge and understanding of the topic (10)	Shows thorough/ excellent knowledge and understanding of the topic	Shows adequate knowledge and understanding of the topic	Shows Some knowledge and understanding of the topic	Shows little or no knowledge and understanding of the topic	
Criterion 4	15-20	10- 14	5- 9	0 – 4	
Geographical enquiry , interpretation & communication (Essay) (20)	Shows thorough/ excellent understanding of how to write a coherent argument from the evidence collected	Shows adequate understanding of how to write a coherent argument from the evidence collected	Shows some understanding of how to write a coherent argument from the evidence collected	Shows little or no understanding of how to write a coherent argument from the evidence collected	
Criterion 5	15-20	10- 14	5- 9	0 – 4	
Presentation (20)	Shows thorough/ excellent evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows adequate evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows some evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows little or no evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	
Criterion 6	15-20	10- 14	5- 9	0 – 4	
Evaluation & reflection (20)	Shows thorough/ excellent understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows adequate understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows some evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Little or no evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	
Criterion 7	8 – 10	5 - 7	3 – 4	0 – 2	
Acknowledgement of sources (10)	Shows thorough/ excellent understanding of acknowledging sources (e.g. in- text, references, plagiarism)	Shows adequate understanding of acknowledging sources (e.g. in- text, references, plagiarism)	Shows Some evidence of acknowledging sources (e.g. in- text, references, plagiarism)	Little or no evidence of acknowledging sources (e.g. in- text, references, plagiarism)	
				SCORE OBTAINED	
				GRAND TOTAL	100

RUBRIC FOR RESEARCH TASK

NAME OF LEARNER: _____

GRADE: _____

HYPOTHEIS : _____

MARK	1	2 - 4	5 - 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.		
MARK	1	2 - 4	5-7	8-9	10	Educator Mark	Moderator Mark
Step 2: Map	Irrelevant map Limited to no information.	Relevant map of Research area included. Limited information No legend. No Scale No Buffer Zones created	Relevant map of Research area included with appropriate legend and limited detail.	Relevant research area identified on a map with an appropriate legend, appropriate labels and use of scale.	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.		
MARK	1	2 - 4	5 - 7	8 - 9	10	Educator Mark	Moderator Mark
Step 3: Background information	Unable to give a description or background information of the area being studied in a paragraph	Some description of an area is provided in a paragraph with limited background information given.	Relevant description of an with most of the background information provided in a paragraph	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.	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.		

MARK	1	2 - 4	5 - 7	8 - 9	10	Educator Mark	Moderator Mark
Step 4: Data collection	Only one primary or one secondary source of data is used.	Primary and secondary sources of data collected which inadequately informs research methodology.	Primary and secondary data sources that mostly enable an understanding of the research area studied.	A variety of primary and secondary data sources collected, that accurately define the hypothesis.	Specific primary and secondary sources collected that accurately define the Hypothesis. Relevant communication from related authorities in the form of letters/emails etc.		
MARK	1 - 4	5 - 8	9- 12	13-16	17 - 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. Less than 300 words without appropriate graphical representation	The learner is able to identify some of the problems from the sources but shows limited understanding of interpretation and effects. Between 300 and 400 words. Graphical information not relevant to Hypothesis.	The learner is able to identify and interpret the sources in most case, but shows limited ability to show the effects. Between 300 and 400 words. Graphical Information relevant but not interpreted according to the Hypothesis.	The learner is able to identify the problems and interpret all the sources and is able to show some insight of the effects. Between 300 and 400 words Graphical Information relevant and interpreted according to the Hypothesis	The learner is able to identify the problems and interpret all the sources and is able to provide clear insight of the effects. Between 300 and 400 words used. Variety of Graphical Information used relevant to Hypothesis.		
MARK	1	2 - 4	5 - 7	8-9	10	Educator Mark	Moderator Mark
Step 6: Recommendations and solutions	The learner is unable to provide relevant recommendations and solutions to the problem in a paragraph format	The learner could only provide some recommendations and solutions to the problem in a paragraph format	The learner is able to provide meaningful recommendations and solutions to the problem in a paragraph format.	The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format	The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format of EIGHT lines		
MARK	0	1 - 4	5	6-9	10	Educator Mark	Moderator Mark
Step 7: Conclusion (Accept/Reject)	No conclusion provided with no ACCEPT or REJECT statement	Conclusion provided but research conducted does not accept or reject the hypothesis	Conclusion provided with an acceptance or rejection of the hypothesis.	Conclusion provided with an acceptance or rejection of the hypothesis. The research conducted provides a framework for the ACCEPT/REJECT statement	Clear Research methodology using Hypothesis testing techniques. Is able to see the ACCEPT/REJECT statement with a variety of sources and findings		

MARK	0	1 - 2	3	4	5	Educator Mark	Moderator Mark
Step 8: Bibliography	No bibliography provided.	Bibliography provided is incomplete	Limited Bibliography provided but is correctly formatted	Bibliography provided in correct format	Extensive research conducted and bibliography shows insight into research area.		
MARK	0	1 - 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.	Creative cover page used that contains elements of research captured and most of the relevant information.	Cover Page with all relevant information including stated hypothesis and creative expression of selected area of study		
MARK	0	1-4	5-7	8-9	10	Educator Mark	Moderator Mark
Step 10 Presentation	Learner does not present himself on the due day of the presentation (No proper medical certificate/reason) for absence given	Learner is unable to present the process followed in identifying the hypothesis and conducting the research and reaches a state of ACCEPT/REJECT phase	Learner is able to present process in identifying the hypothesis and conducting the research to reach a state of ACCEPT/REJECT phase. Is not able to show how research area is able to benefit the natural and/or social environment.	Learner is able to present process in identifying the hypothesis and conducting the research to reach a state of ACCEPT/REJECT phase. Is able to show how research area is able to benefit the natural and/or social environment.	Learner is able to present Hypothesis related to the Geography Curriculum. Traces steps of research processes and is able to 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		
						Educator Mark	Moderator Mark
TOTAL MARK – 100							
COMMENTS							