



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL

GRADE 11

RESEARCH

QUESTION PAPER

MARKS: 100

ISSUE DATE: 08 APRIL 2025

SUBMISSION DATE: 15 MAY 2025

This question paper consists of 7 pages and a 4 paged RUBRIC

INSTRUCTIONS AND INFORMATION

NOTE TO THE EDUCATOR:

1. The requirements of the programme of Assessment must be adhered to in terms time frame.
2. Each research activity within the research task must be allocated a time frame for completion within the phase.
3. Non-compliance of submissions according to the time frame set can result in a zero mark to the learner for the research activity.

NOTE TO THE LEARNER:

1. A marking rubric is attached to the Research.
2. This research task is part of the formal assessment programme in 2025.
3. It is implemented at the beginning of TERM TWO (08 APRIL 2025 to 15 MAY 2025)
4. Each step must be documented with proof in learner portfolio of evidence.
5. A copy of the RESEARCH RUBRIC must be made available at all times in the LEARNER PORTFOLIO OF EVIDENCE from the date of implementation.

GENERAL INFORMATION

1. Draw fully labelled diagrams where necessary.
2. Write neatly and legibly (type if possibly)
3. Plan and carry out research on a problem/ issue that is being experienced in your locality, province, country, continent.
4. Attach , pictures , photos , maps where necessary.
5. Choose only one Topic.



RESEARCH ACTIVITIES GUIDELINE:

Research Activities	steps	marks	Time frame
Introduction and hypothesis	1	12	One week
Background information about the Area	2	6	
Mapping	3	12	
Data collection	4	8	Two weeks
Analysis and synthesis of date	5	26	Two weeks
Recommendations and possible solutions	6	12	
Conclusion- accept or reject the hypothesis	7	12	One week
Bibliography	8	6	
Cover page		6	
TOTAL		100	
Submission	9		Due date:18/05/2025

TOPIC 1

Soil is an important resource to the survival of the humankind. The increase in human population is directly linked to the increasing rate of soil erosion in South Africa. Explain what soil erosion is, causes of soil erosion: Human, animal, physical, and past and present. Look into the case studies which provide evidence of soil erosion in South Africa, effects of soil erosion on people and the environment and the management strategies to prevent and control soil erosion.

(100)

TOPIC 2

South Africa has been experiencing energy crisis and the inability to meet the national demands of energy. With experts predicting a total grid collapse (total black outs) due to increase demands being put on Eskom's supply. Outline the differences between non-conventional energy and conventional energy, their advantages and disadvantages as well as the long-term impact they may have on the health, economy and environment of South Africa

(100)

TOPIC 3

South Africa has been experiencing slow economic growth and ever-increasing national debt leading to high numbers of poverty, unemployment and crime rate. With reference to the proposed budget stemming from 2025 budget speech, explain the Sustainable Development approaches that can be used to solve the issues, choose one or two approaches that can be used and outline how it works, what are the challenges with using it, the advantages and disadvantages. Suggest measures that can be used to improve the standard of living, reduce poverty, unemployment and crime rate.

(100)

GRAND TOTAL= 100

GUIDELINE: GEOGRAPHY GRADE 11 RESEARCH TASKS

Step 1: Formulating a hypothesis/problem statement

Formulating a hypothesis /problem statement. As Geographers we seek to understand and explain the interactions amongst humans and the environment in space and time. This is achieved by asking questions or making informed geographical decisions. This entails the development of a hypothesis or a problem statement to be tested.

- You have to choose a specific area of study where a geographical problem exists.
- During this stage, a geographical question showing a problem is asked
- Identify the problem from a local area
- Formulate a hypothesis or a problem statement. (Hypothesis research is used to prove that certain variables are dependents on or independent of each other. Problem statement research is only to highlight that a specific problem exists in a specific community.
- You should then follow the steps of research to ensure that the geographical question is answered

Step 2: background information about an area of study

- You must explain where in South Africa the area is located. (This can be indicated on map.)
- Describe the study area in terms of its exact position (degrees, minutes and seconds).
- Provide relevant information about the area, for example population of the area or climate of the area

Step 3: Mapping

- You must provide a map of the area.
- During this stage you must create a buffer zone around the area where the geographical problem exists
- The map should have a clear legend/key and must be drawn to scale. The scale must be indicated on the map
- If the map used covers a wider area, buffer zones around the area of study should be created.
- The map used should be the most recent map of the study area

Step 4: Methods of data collection

(a) PRIMARY DATA SOURCES

- The use of Questionnaires
- Interviews
- Observations
- Field trips

(b) SECONDARY DATA SOURCES

- Newspaper articles
- Government department statistics
- Books
- Internet



Step 5: Analysis and synthesis of data

- Learner(s) must use collected data now to formulate a discussion around the existing geographical problem. At this stage learners should present some of the information during this stage

Step 6: Recommendations and possible solutions

- Learners should now make recommendations to solve the geographical problem in question
- Learners should present their original and realistic opinions as far as they possibly can

Step 7: Conclusion – accept or reject the hypothesis

- Learners should take a decision to either ACCEPT or REJECT the hypothesis
- Learners must give reasons for either ACCEPT or REJECT the hypothesis

Step 8: Bibliography

- Learners must include a comprehensive bibliography
- Learners must list websites in full
- Learners must include annexures of questionnaires and interviews conducted



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MARKING RUBRIC FOR RESEARCH TASK

NAME OF CANDIDATE: _____ **GRADE: 11**

HYPOTHESIS: _____

MARK	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
STEP 1: FORMULATION OF HYPOTHESIS	<ul style="list-style-type: none"> Learner has not understood the formulation of a hypothesis and has merely stated a topic. 	<ul style="list-style-type: none"> Learner has formulated the hypothesis. Not a research topic specific to Geography Enquiry Specific area not identified. No specific problem. No specific impact. 	<ul style="list-style-type: none"> Learner has formulated the hypothesis. Describes a topic specific to Geography Enquiry Geographical area is not specific. Problem not specific. Impact not specific. 	<ul style="list-style-type: none"> Learner has formulated the hypothesis. Describes a topic specific to Geography Curriculum. Geographical area is specific. Problem is specific. Impact is specific. 	<ul style="list-style-type: none"> Learner has formulated the hypothesis. Describes a topic specific to Geography Curriculum. Geographical area is specific. Problem is specific. Impact is specific. 		

MARK	1-4	5-9	10-14	15-17	18-20	Educator Mark	Moderator Mark
STEP 2: MAP AND BACKGROUND INFORMATION	<ul style="list-style-type: none"> Irrelevant map. Limited to no information. Unable to give a description or background information of the area being studied in a paragraph. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Relevant map of Research area included with appropriate legend and limited detail. Relevant description of an area with most of the background information provided in a paragraph. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		
MARK	1-8	9-18	19-28	29-34	36 - 40	Educator Mark	Moderator Mark
STEP 3: COLLECTION, ANALYSIS AND REPRESENTATION OF DATA	<ul style="list-style-type: none"> Only one primary or one secondary source of data is used. 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 	<ul style="list-style-type: none"> Primary and secondary sources of data collected which inadequately informs research methodology. The learner is able to identify some of the problems from the sources but shows limited understanding of interpretation and effects. 	<ul style="list-style-type: none"> Primary and secondary data sources that mostly enable an understanding of the research area studied. 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. 	<ul style="list-style-type: none"> A variety of primary and secondary data sources collected that accurately define 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 	<ul style="list-style-type: none"> The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format of EIGHT lines. Specific primary and secondary sources collected that accurately define the Hypothesis. Relevant communication from related authorities 		

MARK	1-8	9-18	19-28	29-34	36 - 40	Educator Mark	Moderator Mark
		<ul style="list-style-type: none"> Between 300 and 400 words. Graphical information not relevant to Hypothesis. 	<ul style="list-style-type: none"> Graphical Information relevant but not interpreted according to the Hypothesis. 	<ul style="list-style-type: none"> Graphical Information relevant and interpreted according to the Hypothesis 	in the form of letters/emails etc. <ul style="list-style-type: none"> 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	1-4	5-9	10-14	15-19	20	Educator Mark	Moderator Mark
STEP 4: RECOMMENDATIONS, SOLUTIONS AND CONCLUSION (ACCEPT/REJECT).	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The learner is able to provide meaningful recommendations and solutions to the problem in a paragraph format. Conclusion provided with an acceptance or rejection of the hypothesis. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 		

MARK	1	2 - 4	5 - 7	8-9	10	Educator Mark	Moderator Mark
STEP 5: BIBLIOGRAPHY, COVER PAGE AND PRESENTATION	<ul style="list-style-type: none"> No bibliography provided. No cover page is provided. Learner does not present himself on the due day of the presentation (No proper medical certificate/reason) for absence given 	<ul style="list-style-type: none"> Bibliography provided is incomplete. Cover page is provided with incomplete details. Learner is unable to present the process followed in identifying the hypothesis and conducting the research and reaches a state of ACCEPT/REJECT phase 	<ul style="list-style-type: none"> Limited Bibliography provided but is correctly formatted. Cover page contains all the required details. 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. 	<ul style="list-style-type: none"> Bibliography provided in correct format. Creative cover page used that contains elements of research captured and most of the relevant information. 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. 	<ul style="list-style-type: none"> Extensive research conducted and bibliography shows insight into research area. Cover Page with all relevant information including stated hypothesis and creative expression of selected area of study. 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 		
	TOTAL MARK – 100						Educator Mark