



# education

Department of  
Education  
FREE STATE PROVINCE

# **GEOGRAPHY GRADE 12 RESEARCH TASK TERM TWO 2026**



## INSTRUCTIONS AND INFORMATION

1. The REASERCH TASK in grade 12 is part of the formal assessment programme in 2026
2. The research task is to be handed out in TERM ONE and to be submitted in TERM TWO. (Recorded in the second term).
3. The task is allocated a time frame of **6 weeks** in term TWO.
4. Non-compliance of submissions according to the time frames set CAN result in zero mark for the candidate.
5. Learners should be guided on Each Step of the research task.
6. Learners are required to do field work for primary data and use already existing data to conduct this research.
7. Plagiarism is a type of cheating that involves the use of another person's ideas, words, design, art, music, etc., as one's own in whole or in part without acknowledging the author or obtaining his or her permission. Learners will be penalised for any evidence of plagiarism
8. Candidates must always refer to the Research Rubric to gain more insight on the expectations for each step.



## ANNEXURE A

## GEOGRAPHY RESEARCH TASK

| Research activity and due date                           | Steps | Marks      | Descriptor(s)                                                                                                                                                                                                                                                                                  | Due date |
|----------------------------------------------------------|-------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Formulation of Hypothesis.                               | 1     | 10         | <b>Hypothesis:</b> must be in a form of a statement including what, where and the impact of the geographical issue.                                                                                                                                                                            |          |
| Mapping of the research area                             | 2     | 10         | <b>A4 size map:</b> a map with specific coordinates of the area of study drawn to scale with appropriate references.                                                                                                                                                                           |          |
| Background information to Hypothesis.                    | 3     | 15         | <b>A paragraph of not less than eight lines:</b> a description of the location of the area chosen with historical and geographical scope of the problem.                                                                                                                                       |          |
| Data collection                                          | 4     | 20         | <b>Primary or Secondary data:</b> graphs/questionnaires/newspaper articles/diagrams/photographs/text that will assist in supporting or refuting the hypothesis.                                                                                                                                |          |
| Analysis and synthesis including representation of data. | 5     | 20         | Graphs/tables/written notes demonstrating the nature and scope of data collected.                                                                                                                                                                                                              |          |
| Recommendations and possible solutions                   | 6     | 10         | Structured paragraph of eight lines                                                                                                                                                                                                                                                            |          |
| Conclusion                                               | 7     | 10         | <b>Accept or Reject the hypothesis:</b> paragraph of eight lines.                                                                                                                                                                                                                              |          |
| Bibliography                                             | 8     | 5          | All references must be sourced according to the <b>Harvard referencing</b> system.<br><br>Author Surname, Initials. (Publication Year). Title of the Text in Italics. Place of Publication: Publisher.<br>E.g., Bloom, H. (2005) Novelists and novels. Philadelphia: Chelsea House Publishers. |          |
| <b>Final submission</b>                                  |       | <b>100</b> |                                                                                                                                                                                                                                                                                                |          |

To complete questions a



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- Consider areas of environmental, economic and social justice issues

### Examples of Hypothesis

- The poor condition of roads (specify the names of the roads) leading to/in Harrismith, Free State (choose local area), is due to the lack of proper planning by the local municipality.
- Overcrowding of informal settlements is due to the lack of proper planning by the local government (choose local area).

## 1. STEP ONE

Formulating a hypothesis.

- Choose a specific area where the geographical statement can be made.
- The statement must have the following questions:
  - Where is it? ◦ What is it? ◦ How it ought to be?
  - Human Impacts?
- **Example: what? where?**  
The **pollution** along the **Vaal River** is due to the increase in contaminants created by the human settlements.

## 2. STEP TWO

Mapping

- Provide a map of the area in question.
- During this stage create a buffer zone around the area of study.
- The map must have a key and be drawn to scale.
- It should be a most recent map.
- Maps can be downloaded from websites

## 3. STEP THREE

Background information about an area of study.

- Identify on the map where in South Africa the study area is located. (This can be indicated on the map)
- A description of 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.
- Provide media (newspaper/internet/magazine) sources.

#### 4. STEP FOUR 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

#### 5. STEP FIVE

Analysis and synthesis of data (Data Representation)

- Collected data should now be used to formulate a discussion around the existing geographical problem.
- Represent information graphically (creatively) where necessary, for example graphs, sketches, etc.
- All collected data must be analysed during this stage.

#### 6. STEP SIX

Recommendations and possible solutions

- Make recommendations to solve the geographical problem in question.
- Present original and realistic opinions as far possible.

#### 7. STEP SEVEN

Conclusion – ACCEPT OR REJECT the hypothesis.

- Make a decision to either **ACCEPT** or **REJECT** the hypothesis.
- **Provide reasons** for either ACCEPTING or REJECTING the hypothesis.

#### 8. STEP EIGHT

A comprehensive bibliography should be included. (You can use a Harvard referencing system)

- List web sites in full.
- Annexures of questionnaires and interviews conducted should be included.

#### Reference structure and example:

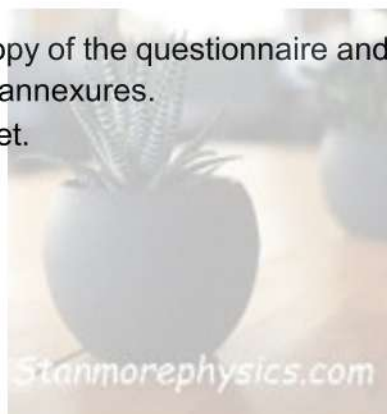
Author Surname, Initials. (Publication Year) Title. Place of Publication: Publisher.

Ozeki, R. (2013) A tale for the time being. New York: Penguin Books.

**9. STEP NINE** Submission



- Collate all your information.
- Include a table of contents.
- Ensure that you include a copy of the questionnaire and/or questions asked in your interviews as annexures.
- Design a suitable cover sheet.
- Submit your research.



**RUBRIC FOR RESEARCH TASK**

NAME OF CANDIDATE: \_\_\_\_\_ GRADE: \_\_\_\_\_

HYPOTHESIS: \_\_\_\_\_

| MARK                              | 1                                                                                         | 2 - 4                                                                                                                                                          | 5 - 7                                                                                                                                                               | 8 - 9                                                                                                                                                            | 10                                                                                                                                                                             | Teacher 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                                                                                                                                                                             | Teacher 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                                                                                                                                                                             | Teacher Mark | Moderator Mark |

|                                      |                                                                                                             |                                                                                                               |                                                                                                     |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                  |  |  |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Step 3:<br>Background<br>information | Unable to give a<br>description or<br>background information<br>of the area being studied<br>in a paragraph | Some description of an<br>area is provided in a<br>paragraph with limited<br>background information<br>given. | Relevant description of<br>an with most of the<br>background information<br>provided in a paragraph | Study area is well<br>motivated and forms part<br>of the local<br>community and a<br>related geographical<br>issue.<br><br>Learner has fully<br>described the study<br>area in a paragraph and<br>has provided the<br>appropriate background<br>information relevant to<br>the Hypothesis. | Study area is well<br>motivated and forms part<br>of the local<br>community and a<br>related geographical<br>issue<br><br>Learner has fully<br>described the study<br>area in a paragraph of<br>exactly EIGHT lines and<br>has provided the<br>suitable background<br>information relevant to<br>the Hypothesis. |  |  |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

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| MARK                                         | 1 - 3                                                                                                                                                                                                                        | 4 - 8                                                                                                                                                                                                                                        | 9 - 12                                                                                                                                                                                                                                                          | 13 - 16                                                                                                                                                                                                                                                        | 17 - 20                                                                                                                                                                                                                                                 | Teacher<br>Mark | Moderator<br>Mark |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------|
| Step 4: Data<br>collection                   | Only one primary or one<br>secondary source of<br>data is used.                                                                                                                                                              | Primary and secondary<br>sources of data<br>collected which<br>inadequately informs<br>research methodology.                                                                                                                                 | Primary and secondary<br>data sources that<br>mostly enable an<br>understanding of the<br>research area studied.                                                                                                                                                | A variety of primary and<br>secondary data sources<br>collected that accurately<br>define the hypothesis.                                                                                                                                                      | Specific primary and<br>secondary sources<br>collected that accurately<br>define the Hypothesis.<br>Relevant communication<br>from<br>related authorities in the<br>form of letters/emails<br>etc.                                                      |                 |                   |
| MARK                                         | 1 - 3                                                                                                                                                                                                                        | 4 - 8                                                                                                                                                                                                                                        | 9 - 12                                                                                                                                                                                                                                                          | 13 - 16                                                                                                                                                                                                                                                        | 17 - 20                                                                                                                                                                                                                                                 | Teacher<br>Mark | Moderator<br>Mark |
| Step 5:<br>Analysis and<br>synthesis of data | The learner shows little<br>understanding of the topic<br>and is unable to identify,<br>interpret or show the<br>effects from the sources<br>used. Less than 300<br>words without<br>appropriate graphical<br>representation | The learner is able to<br>identify some of the<br>problems from the<br>sources but shows limited<br>understanding of<br>interpretation and effects.<br>Between 300 and 400<br>words.<br>Graphical information not<br>relevant to Hypothesis. | The learner is able to<br>identify and interpret the<br>sources in most case, but<br>shows limited ability to<br>show the effects.<br>Between 300 and 400<br>words.<br>Graphical Information<br>relevant but not<br>interpreted according to<br>the Hypothesis. | The learner is able to<br>identify the problems and<br>interpret all the sources<br>and is able to show some<br>insight of the effects.<br>Between 300 and 400<br>words<br>Graphical Information<br>relevant and interpreted<br>according to the<br>Hypothesis | The learner is able to<br>identify the problems and<br>interpret all the sources<br>and is able to provide<br>clear insight of the effects.<br>Between 300 and 400<br>words used.<br>Variety of Graphical<br>Information used relevant<br>to Hypothesis |                 |                   |
| MARK                                         | 1-3                                                                                                                                                                                                                          | 4 - 6                                                                                                                                                                                                                                        | 7 - 9                                                                                                                                                                                                                                                           | 10 - 12                                                                                                                                                                                                                                                        | 13- 15                                                                                                                                                                                                                                                  | Teacher<br>Mark | Moderator<br>Mark |

|                                             |                                                                                                                          |                                                                                                                    |                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                                        |                         |                           |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------|
| Step 6:<br>Recommendations<br>and solutions | The learner is unable to<br>provide relevant<br>recommendations and<br>solutions to the problem in<br>a paragraph format | The learner could only<br>provide some<br>recommendations and<br>solutions to the problem in<br>a paragraph format | The learner is able to<br>provide meaningful<br>recommendations and<br>solutions to the problem in<br>a paragraph format. | The learner provides clear<br>insight into all relevant<br>recommendations and<br>possible solutions to the<br>problem in a paragraph<br>format                                 | The learner provides clear<br>insight into all relevant<br>recommendations and<br>possible solutions to the<br>problem in a paragraph<br>format of EIGHT lines         |                         |                           |
| <b>MARK</b>                                 | <b>1-2</b>                                                                                                               | <b>3- 4</b>                                                                                                        | <b>5-6</b>                                                                                                                | <b>7-8</b>                                                                                                                                                                      | <b>9-10</b>                                                                                                                                                            | <b>Teacher<br/>Mark</b> | <b>Moderator<br/>Mark</b> |
| Step 7:<br>Conclusion<br>(Accept/Reject)    | No conclusion provided<br>with no ACCEPT or<br>REJECT statement                                                          | Conclusion provided but<br>research conducted<br>does not accept or<br>reject the hypothesis                       | Conclusion provided<br>with an acceptance or<br>rejection of the<br>hypothesis.                                           | Conclusion provided<br>with an acceptance or<br>rejection of the<br>hypothesis. The<br>research conducted<br>provides a framework for<br>the<br>ACCEPT/REJECT the<br>hypothesis | Clear Research<br>methodology using<br>Hypothesis testing<br>techniques. Is able to<br>see the<br>ACCEPT/REJECT<br>statement with a variety<br>of sources and findings |                         |                           |

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|-------------------------|---------------------------|----------------------------------------|----------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------|-------------------------|---------------------------|
| <b>MARK</b>             | <b>1</b>                  | <b>2</b>                               | <b>3</b>                                                       | <b>4</b>                                   | <b>5</b>                                                                                 | <b>Teacher<br/>Mark</b> | <b>Moderator<br/>Mark</b> |
| Step 8: Bibliography    | No bibliography provided. | Bibliography provided is<br>incomplete | Limited Bibliography<br>provided but is correctly<br>formatted | Bibliography provided in<br>correct format | Extensive research<br>conducted and<br>bibliography shows insight<br>into research area. |                         |                           |
| <b>TOTAL MARK – 100</b> |                           |                                        |                                                                |                                            |                                                                                          | <b>Teacher<br/>Mark</b> | <b>Moderator<br/>Mark</b> |
| <b>COMMENTS</b>         |                           |                                        |                                                                |                                            |                                                                                          |                         |                           |

