

MPUMALANGA CLUSTER

GRADE 11

GEOGRAPHY RESEARCH TASK

MARKS: 100

DATE ISSUED: 27 APRIL 2026

SUBMISSION DATE: 30 MAY 2026

This question paper consists of 9 pages including a rubric.

INSTRUCTIONS AND INFORMATION

NOTE TO THE EDUCATOR:

1. The requirements of the Programme of Assessment must be adhered to in terms of time frames.
2. Each research activity within the research task must be allocated a time frame for completion within the phase.
3. Use RUBRIC

4. 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 2026
3. It will be implemented from 27 APRIL 2026 to 30 MAY 2026)
4. All dates stated on the rubric are stipulated for completion of each step and/or phase.
5. Each step MUST be documented with proof in learner portfolio of evidence
6. A copy of the RESEARCH RUBRIC must be made available at all times in the LEARNER PORTFOLIO OF EVIDENCE from the date of implementation.

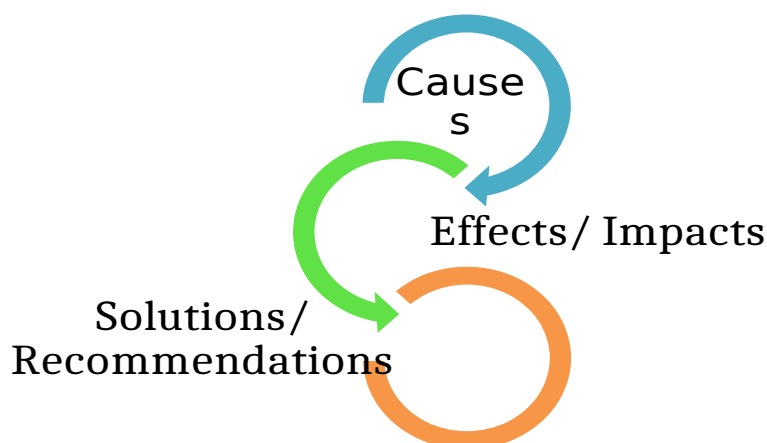
GENERAL INFORMATION

1. Draw fully labeled diagrams where necessary.
2. Write neatly and legibly (type if possible)
3. Plan and carry out Research on a problem/ issue that is being experienced in your local area, region, province, country or continent

TOPIC

1. Drought constitute a life threat to the people of South Africa. Indicate the causes, impacts and the strategies to minimize the impacts in your preferred area of study.

(100)



B. Learners guide

Research Activity and Due Dates	Steps	Marks	Descriptor(s)	Length	Time Frame
Formulation of hypothesis/ question Due Date: 27-02/05/2026	1	10	Clear description problem, impact, geographic area of study. (What is the geographical problem, where is the area of research and what is the impact of the geographical problem?)	Not more than 50 words	One week
Geographical Mapping of research area Due Date: 27-02/05/2026	2	10	A4 size or smaller All maps include essential cartographic elements (title, scale, legend, north arrow, coordinates)	A4 size or smaller	
Background Information Due Date: 27-02/05/2026	3	10	A paragraph of EIGHT lines (A description of the location of the area you have chosen with historical and geographical scope of the problem)	75 to 100 words	
Data Collection Date: 04-15/05/2026	4	10	Primary or Secondary data collection (Photographs/Questionnaires (online), interview, Telephonic conversations/ Text messages, Social media (WHATSAPP)/Correspondence newspaper articles/diagrams/photographs/ periodicals/text, Internet)	75 to 100 words	Two weeks
Analysis and synthesis of data Date: 18-24/05/2026	5	25	Interpret all the sources and be able to provide clear insight into the impacts.	300 to 450 words	One week
Recommendations and possible solutions Date : 18-24/05/2026	6	10	Provides clear insight into all relevant recommendations and possible solutions to the problem	75 to 100 words	
Conclusion- ACCEPT/REJECT the hypothesis Date: 25-30/05/2026	7	5	Detailed answer to the Problem Statement/Research Question	Not more than 50 words.	One week
Bibliography	8	5	Providing correct bibliography Consistently applies correct referencing style (e.g., Harvard)		
Cover page		3	The research task is professionally presented with a clear structure, appropriate headings, and logical flow (Design a cover page with an appropriate context for the research with the stated hypothesis)		

Content / Index page		2			
Presentation (General Impression)		10	(Graphs/Tables/Written responses demonstrating nature and scope of data collected)		
Total		100			
Submission Date	9			30/05/2026	

C. Compiling a bibliography for a research task- Harvard referencing system

• For a book:

Author (last name, initials). Title of Book (Publishers, Date of publication). Example:

Dahl, R. The BFG. (Farrar, Straus & Giroux, 1982).

• For an encyclopaedia:

Encyclopaedia Title, Edition date. Volume number, 'Article Title', page number(s). Example:

Encyclopaedia Britannica, 1997. Volume 7, 'Gorillas', pp. 50-51.

• For a magazine:

Author (last name first), 'Article Title'. Name of Magazine. Volume number, (Date): page number(s).

Example:

Jordan, Jennifer, 'Filming at the Top of the World'. Museum of Science Magazine. Volume 47, No. 1, (Winter 1998): p. 11.

• For a newspaper:

Author (last name first), 'Article Title'. Name of Newspaper. City, state publication. (Date): Edition if available, Section, page number(s).

Example:

Powers, Ann, 'New Tune for the Material Girl'. The New York Times. New York, NY. (3/1/98): Atlantic Region, Section 2, p. 34.

• For a website:

Quote the name of the website in full and underline. Example:

<http://www.sahistory.org.za/topic/womens-struggle-1900-1994>

• For a person:

Full name (last name first). Occupation, date of interview. Example:

Smeckleburg, Sweets. Bus driver. 1 April 1996.

• For a film/documentary:

Title, Director, Distribution, Year.

Example:
Braveheart, Director Mel Gibson, Icon Productions, 1995

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	- No hypothesis formulated. - Hypothesis does not relate to Geography curriculum and does not identify a problem (challenge/issue).. (1) - No geographical area is identified, and data (Primary/secondary) cannot be practically collected. (2)	- Hypothesis lacks clarity Weak connection to Geography content/Curriculum. Vaguely addresses a problem with little specificity to a problem. (3) - Area is vaguely defined with it would be difficult to collect data. (4)	- Hypothesis is somewhat clear but. lacks strong alignment to the topic. - Identifies a General/vague area and problem but lacks clear geographical focus. (5) - Some aspects of data collection are feasible. (6)	- Hypothesis is clear and relevant to Geography but could be more specific in addressing a relevant issue (7) - Area is defined but could be more precise. - Data collection is possible but may require refinement. (8)	- Hypothesis is exceptionally clear and concise and strongly linked to a specific Geography topic/area. - Directly addresses a specific issue or problem. (9) - Specific area is well-defined and appropriate which will allow for the effective collection of data on causes, impacts, and solutions. (10)		
MARK	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
STEP 2: MAP	- No Map used. (1) - The map is a poor sketch map entirely incorrect. (2)	- A map is included but lacks relevance to the study area, accuracy, or key features. (3) - The map is internet download with no labels. (4)	- A map is covering the larger study area and presented with basic geographical features lacking in detail or accuracy and labels (5) - A map is presented with an attempt to use a legend (e.g. no scale, incorrect area etc.) (6)	- The map is well-constructed, Specific study area indicated showing several relevant labelled geographical features (7) - The map includes basic cartographic elements (title, scale, legend, north arrow, coordinates, (8)	- More than one type of highly detailed, accurately labelled, maps used (e.g. road map, topographic map, arial photo, orthophoto map) of the specific study area (9) - All maps include essential cartographic elements (title, scale, legend, north arrow, coordinates, (10)		

MARK	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
STEP 3: BACKGROUND INFORMATION	- Background information is missing or lacks basic details (1) - The study area is poorly described in with unrelated and irrelevant details. (1)	- Background information is provided but is too general, making weak connections to the hypothesis. (3) - The study area is described but lacks clarity or key details related to the topic/study (4)	- Background information provides some context to the study area but is incomplete. (5) - The geographical area is somewhat described with some relevance to the research topic (6)	- Background information provides strong context and references. - The geographical area is well-defined, appropriate, and clearly linked to the research question.	- Background information is comprehensive, well-researched, and includes historical and spatial context. (9) - The geographical area is precisely defined, and the information is clearly relevant to the research topic and hypothesis. (10).		
MARK	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
STEP 4: DATA COLLECTION	- Secondary sources are unreliable and incomplete, outdated, vague, or non-existent (1) - Data collected is irrelevant, with no attempt to collection of primary data. (e.g. fieldwork, surveys, or interviews (2)	Secondary data collection is attempted but limited and lacks organization and is vaguely related to study area and (3) - Basic attempts at collection of primary data (e.g. fieldwork, surveys, or interviews), but not directly linked to study area. (4)	Secondary sources (data) are collected using basic methods e.g. internet and are somewhat reliable. (5) Evidence of attempt of primary data collection which is somewhat relevant but may have gaps. (e.g. fieldwork, surveys, or interviews) (6)	- A variety of reliable secondary data sources and methods are used and are mostly appropriate. (e.g. newspapers, periodicals, journal articles, research papers, internet sources, blogs, Facebook etc newspapers (7) Primary data (e.g. Surveys and interviews) is well-collected, organized, and mostly reliable. (8)	- Wide range of comprehensive, relevant, reliable, and well organized, secondary sources (Government and Official Reports, Research Publications, News Articles and Media Reports, NGO and Environmental Organization Reports) are used (9) - Multiple relevant primary sources are used, and data collection methods are appropriate, detailed and relevant to the study area. (e.g. surveys and interviews) (10)		

MARK	1-2	3-4	5-6	7-8	9-10	Educator Mark	Moderator Mark
STEP 5: DATA PRESENTATION	- Entirely inaccurate representation of data which is not related to hypothesis and topic. (1) - Graphs, tables, or maps are missing, unclear, or irrelevant and without labels. (2)	Data representation is unclear or incomplete but somewhat related to topic and hypothesis (3) - Graphs, tables, or maps may lack proper labels, units, or accuracy, making them difficult to understand. (4)	Data is represented cover the topic and is vague related to the topic and hypothesis but with basic accuracy. (5) - Graphs, tables, or maps are present with labels but lacks explanation and relevance to hypothesis (6)	Data is clearly represented using well-labelled graphs, tables, or maps that are effectively related to topic and hypothesis (7) - Clearly illustrate key findings with correct labels and attempt to discuss the relevance to the study (8)	Data is represented effectively and accurately, with well-designed graphs, tables, and maps which are directly linked to the topic and hypothesis (9). - Visuals are clear, properly labelled, and enhance understanding of the findings through explanation and discussion of findings (10)		
MARK	1-4	5-8	9-12	13-16	17-20		
STEP 6: DATA ANALYSIS	- No patterns or trends identified (1) - Information is copied with no understanding. (2) - The learner presents numbers or facts without explanation (3) - No attempt to link the data to the research hypothesis (4)	- Few patterns or trends are mentioned but not well-developed. (5) - Limited understanding of what the data shows. (6) - Some trends are pointed out, but explanations are vague or unclear. (7) - Little effort to connect the findings to the research question. (8)	Some logical explanations are given. (9) Shows a fair understanding of the data (10) Clear attempt to explain what the data illustrates (11) Some evidence is used to support findings. Minor gaps in reasoning or missing details. (12)	- Logical and structured analysis of data (13) - Data is linked to the research question/topic (14) - Trends and relationships in the data are well explained. (15) - Data supports conclusions with good reasoning. (16)	- Strong evidence to support findings with insightful discussion of patterns, trends, and relationships (causes and effects). (17) - Data is analysed with clear reasoning and strong connections to the research question/topic/hypothesis. (18) - Trends are well-explained and supported by specific evidence. (19) - The learner interprets the data beyond the obvious (20)		
MARK	1-4	5-8	9-12	13-16	17-20	Educator Mark	Moderator Mark
STEP 7: RECOMMENDATIONS, SOLUTIONS AND CONCLUSION (ACCEPT/REJECT).	- Recommendations are unclear, irrelevant, or missing. (1) - No clear link between recommendations and the geographical issue. (2) - No conclusion or hypothesis decision. (3)	- Limited recommendations that do not fully address the problem (5). - Weak link between recommendations and the problem. (6) - Conclusion is vague or lacks clear connection to findings.	- Addresses the problem with some recommendations but lacks detail or clarity. (9) - Some connection, but recommendations to the hypothesis are general or weakly linked. (10) - Conclusion is present but	- Recommendations are mostly clear and relevant but lack some depth. (13) - Mostly clear connection with minor gaps in reasoning. (14) - Conclusion is mostly sound but lacks some depth in reasoning. (15)	- Provide clear, well-structured, and relevant recommendations fully addressing the geographical problem. (17) - Strong connection between recommendations and the identified geographical issue. (18) - Strong, well-reasoned conclusion		

	Hypothesis was not accepted or rejected (4)	(7) Hypothesis was incorrectly accepted or rejected (8)	weakly justified. (11) Accepts or rejects the hypothesis based on findings (12)	Accepts or rejects the hypothesis based on findings (16)	that clearly accepts or rejects the hypothesis based on findings. (20)		
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MARK	1-2	3 - 4	5 - 6	7-8	9-10	Educator Mark	Moderator Mark
STEP 8: REFERENCES AND PRESENTATION	- No or incorrect referencing format - The research task is poorly structured, with no clear headings or formatting. (1) - Numerous spelling and grammatical errors make the content hard to follow. (2)	- Referencing is weak, with frequent errors and missing details. (3) - Minimum number of sources and some are questionable. - The presentation lacks organization and has multiple formatting issues. (4)	- Referencing is inconsistent, with multiple formatting errors. 5 to 6 credible sources with some sources being unreliable (5) - Formatting inconsistencies and occasional structural issues affect readability.(6)	- Mostly correct referencing with minor errors. 7 to 8 mostly credible and relevant sources. (7) - The task is well-organized and mostly professional. Headings and formatting are used effectively (8)	- Consistently applies correct referencing style (e.g., Harvard). 9 to 10 credible and correctly formatted sources (9) - The research task is professionally presented with a clear structure, appropriate headings, and logical flow. - Formatting is consistent, with well-integrated visuals (graphs, maps, tables) that enhance understanding. (10)		
						Educator Mark	Moderator Mark
TOTAL MARK – 100							

COMMENTS: