



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

SEKHUKHUNE SOUTH DISTRICT

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

GEOGRAPHY

**TASK 3: RESEARCH PROJECT
SUBMISSION DATE: 15 MAY 2026**

MARKS: 100

This question paper consists of 6 pages and a 4 page Rubric.

Instructions and information's:**Note to Learners:**

1. Research Task in Grade 11 is part of the formal assessment program for 2026.
2. This research task will be implemented during TERM 1 for submission in Term 2.
3. Refer to the management plan attached to this document, adhere to stipulated dates for completion of the step and/or phase. (Only under exceptional circumstances will the educator consider a late submission).
4. The task must be completed by learner's own handwriting/typing.
5. Each step **MUST** be documented with evidence in the final research project.
6. A copy of research rubric must be available in the **LEARNER** final research project.
7. Learners are required to do field work for primary data collection and use already existing data to conduct this research.
8. 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 part without acknowledging the author or obtaining his or her permission. No **PLAGIARISM** is **ALLOWED**, marks will be deducted if evidence of **PLAGIARISM** is detected.

1.1 Choose ONE of the following topics and conduct a research about it in your local area:

- The extent of land degradation in your local area due to changing rainfall patterns and poor land management.
- A Geographical Enquiry into the impact of La Niña-induced flooding on local agricultural productivity and infrastructure in your local area.
- The Impact of mass movement on human activities and the environment.
- The significance of different slope elements for human activities.
- The Impact of rural-urban migration on local development.
- Investigate how the development of a specific business zone (e.g., shopping centre/Mall) has affected employment and regional economic growth in your local area.
- The impact of soil erosion on agricultural sustainability.
- An enquiry into how a shift from coal to solar power in your local municipality could influence local electricity costs and environmental sustainability.

1.2 Write a research report of approximately **5 (content)** typed pages based on your findings about the research topic. Also consult as many sources as possible to collect information e.g. books, newspaper articles and internet sources.

1.3 Include graphs, diagrams and pictures in the your research report.

1.4 Sources used should be written in the bibliography section of the report in alphabetical order.

Use the Havard Referencing system:

NB: It is advisable that you write the bibliography information of each book you gather information from and write down the relevant information you are going to use in the research report below that, also indicating the page numbers. It will make it easier for you to acknowledge the source when writing the research report and also when writing the bibliography at the end.

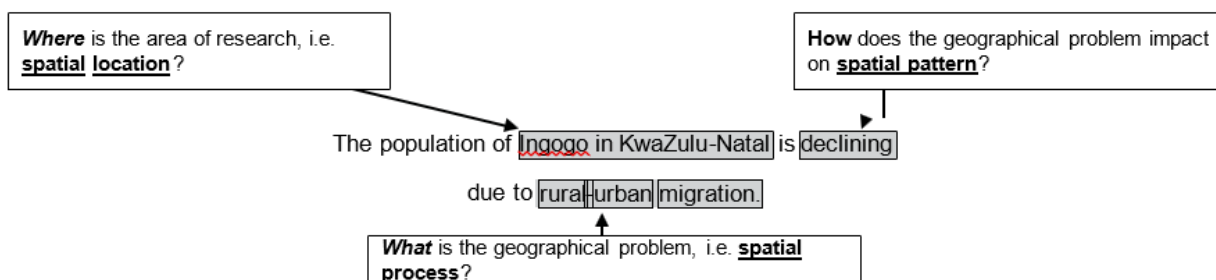
Research framework for assessment (Guideline on administration of research task)

RESEARCH ACTIVITIES	STEPS	MARKS	LENGTH	TIMEFRAME
Formulate the hypothesis	1	10	No more than 50 words	One week 07/04 – 13/04/2026
Background information about the study area	2	10	75 to 100 words	
Mapping	3	10	A4 Size	
Data collection	4	10	75 to 100 words	One weeks 14/04 – 20/04/2026
Analysis and synthesis of data	5	25	300 to 450 words	Two week 21/04 – 01/05/ 2026
Recommendations and possible solutions	6	10	75 to 100 words	
Conclusion – accept or reject the hypothesis	7	5	No more than 50 words	One week 04/05 – 08/05/2026
Bibliography	8	5		
Cover page		3		
Table of contents		2		
Presentation		10		
TOTAL		100		
Submission	9		15 MAY 2025	Due date

Guidelines for research writing**1. Introduction and formulation of hypothesis/ research question**

- The learners should explain the topic and indicate why the topic was chosen.
- The learners must name the specific study area and identify the problem from the study area.
- The learners must formulate the research hypothesis/ problem statement.

Example of hypothesis: Topic: Rural-urban migration



2. Background information about the study area

- Explain where in South Africa the study area is located (provide the coordinates).
- Provide relevant information about the study area such as population, climate, level of development, availability of and access to services, etc.

3. Mapping

- Provide the most recent map of the study area.
- The map should have a clear key and be drawn to scale. The scale must be indicated on the map. .
- Create a buffer around the area where the geographical problem exists

4. Data collection methods.

The methods used to gather information should be indicated in this section. This might include the primary and secondary methods that were used. Provide a brief literature review on the chosen topic.

5. Presentation of findings, analysis and synthesis of information

Logical organisation of information must be displayed in this section. The use of headings, sub-headings and paragraphs is expected as a way of classifying and sorting information in a good and organised manner. Diagrams, pictures and graphs should be used. Good interpretation and analysis of information is expected. All sources should be acknowledged and correctly cited, e.g.,

Boshego (2006:113) states that marriage amongst the Basotho is viewed as a union between two individuals and also the joining together of a number of families, through a variety of rituals, one such is *magadi* [bride wealth]. Equally important, Nyirongo (1997:111) asserts that marriage amongst Africans is a means of gaining or enhancing social status within the family and tribe. This status is achieved through the bearing and rearing of children. Becoming a spinster or a bachelor invites ridicule - not only by relatives but also by the community at large.

6. Recommendations

Consider the consequences and challenges and suggest possible solutions to the identified geographical problem.
Present your original and realistic opinions as far as you possibly can.

7. Conclusion

Accept or reject the hypothesis.
Give reasons for either ACCEPTING or REJECTING the hypothesis.

8. Bibliography.

List the sources you used in your research, in alphabetical order, using Harvard referencing format.

Author(s)(Surname and Initials), Year, *Title of Book*, Publisher, Place.

e.g.

Allwood J. and Hambly A, 2013, *Spot On Social Sciences Grade 8 Learner's Book*, Heinemann, Sandton.

Tukari Y., 1999, *Christianity and African gods: A method in theology*, Potchefstroom University for Christian Higher Education, Potchefstroom.

Step 9: Submission

On submission, learners must ensure that a suitable cover page is included.

RUBRIC FOR RESEARCH TASK 2026**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 Mapping	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 area 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 – 5	6 - 10	11- 15	16-20	21 - 25	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 - 2	3	4	5	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		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 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	2			Educator Mark	Moderator Mark
Table of contents/index cover page	No table of contents provided	Table of content provided with incomplete details	Table of content provided with all relevant information to the research project				
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.		
						Educator Mark	Moderator Mark
TOTAL MARK – 100							

