education

MPUMALANGA PROVINCE

REPUBLIC OF SOUTH AFRICA

RESEARCH

TASK 3

GRADE 12

GEOGRAPHY

TERM ONE 2023

This research task consists of 6 pages and a separate rubric and a recording sheet.

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INSTRUCTIONS AND INFORMATION TO EDUCATORS AND LEARNERS

1. Choose a topic in any section of Geography grade 12 and conduct a research following the guidelines provided.
2. The task must be completed in term one.
3. The total time allocated to this task is 20 hours.
4. The completion of all three sections of this task should not go beyond the first term.
5. Write clearly and legibly.
6. All errors must be corrected and completed in pencil on the script by the learner as part of remediation of this task.
7. Use a single tick for the allocation of ONE (1) mark. ✓
8. Use TWO ticks for the allocation of TWO (2) marks. ✓✓ Ticks MUST be placed, on/on top of/at the end of the correct response, in the sentence.
9. A cross (✗) MUST be placed at the end of each incorrect/invalid sentence or response.
10. Learner responses to this task MUST be completed in BLUE pen.
11. Marking MUST be completed in RED pen.
12. First level Moderation (HOD/Senior Teacher) MUST be completed in Green pen.
13. Second level Moderation (Cluster/Circuit/District Teacher Moderator) MUST be completed Black pen.
14. Subject Advisor Moderation (District) MUST be completed in ORANGE pen

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EDUCATOR GUIDELINES FOR CONDUCTING RESEARCH

THE HYPOTHESIS TESTING APPROACH TO RESEARCH TASKS IN GEOGRAPHY FET

1. The Requirements in the Program of Assessment:

Research Activities	Steps	Marks	Length	Time Frames
Formulate the **hypothesis**	1	5	Statement	1 to 3 days
Mapping	2	14	A4 size or smaller	
Background information about the study area, (Paragraph)	3	16	Paragraph of EIGHT lines	
Data collection Secondary data sources	4	10	75 to 100 words (Photographs and questionnaires)	
Analysis and synthesis of data	5	20	300 to 450 words (Graphs/Tables)	1 – 3 days
Recommendations (5 marks) Solutions (5 marks)	6	10	Structured paragraph(s) of approximately EIGHT lines	
Conclusion Accept or reject hypothesis	7	10	Paragraph of approximately EIGHT lines.	1 – 3 days
Bibliography	8	5		
Cover page	9	5		
Presentation	10	5		
Total		**100**		
Submission				**31 May 2023**

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EDUCATOR'S GUIDE

Step 1: Formulating a hypothesis or a geographical statement

As Geographers we seek to understand and explain the interactions between humans, and between humans and the environment in space and time. This is achieved by asking questions or making informed geographical decisions on causes, effects and solutions/recommendations

Development of Hypothesis testing in the Geography FET:

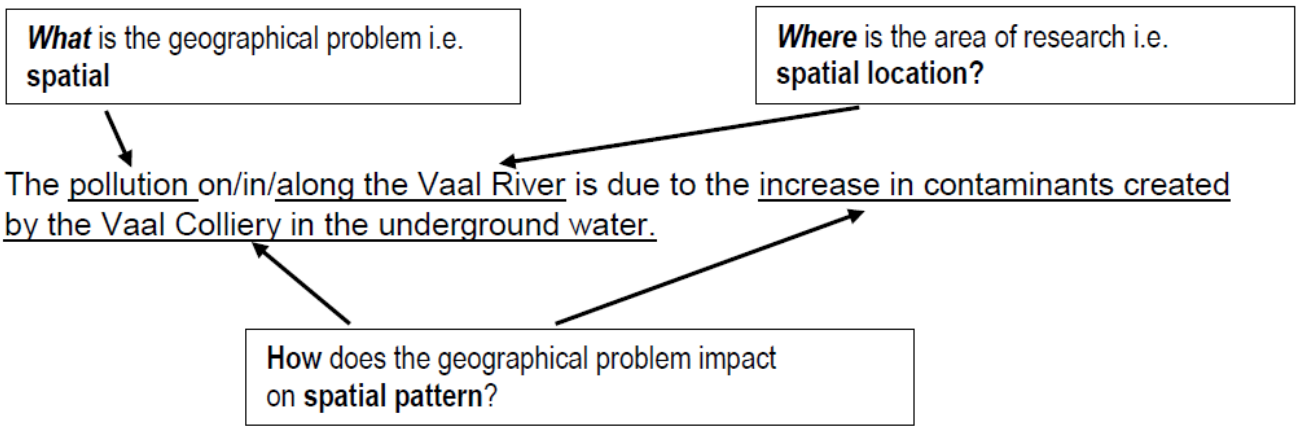
- The learner has to choose a specific area of study where a geographical statement can be made.

- During this stage a geographical statement showing is made to ask the following:

WHAT IS IT?
WHERE IS IT?
HOW OUGHT IT TO BE?
HUMAN IMPACTS …
THE BIG IDEAS OF CAPS (Empirical Analytical Approach)

The learner should then follow the steps of research to ensure that the geographical statement is well defined.

A possible hypothesis in Geomorphology: Catchment and river management.



Other possible hypothesis type research:

- The E-Toll system will impact negatively on the economic position of people using private transport in Gauteng.

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• The E-Toll system will impact positively on traffic flow to the major urban centres of Gauteng.

NB: The HYPOTHESIS is a GEOGRAPHICAL STATEMENT (GEOGRAPHICAL ENQUIRY)

Step 2: Mapping

• The learner must provide a map of the area in question.

• During this stage the learner has to 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 3: Background information about an area of study.

• Learners need to explain where in South Africa the study area is located. (This can be indicated on the map)

• 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.

Step 4: Methods of data collection

(a) PRIMARY DATA SOURCES

• The use of questionnaires
• Interviews
• Observations
• Field trips

NB Please note that use of primary data sources is not compulsory during COVID19

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(b) SECONDARY DATA SOURCES

- Newspaper articles
- Government department statistics
- Books
- Internet

Step 5: Analysis and synthesis of data

- Collected data should now be used to formulate a discussion around the existing geographical problem.
- At this stage learners should represent some of the information graphically where necessary, for example graphs, sketches etc.
- Graphic information must be analysed during this stage.

Step 6: Recommendations and possible solutions

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

Step 7: Conclusion – ACCEPT OR REJECT the hypothesis.

- Learners should now make a decision to either ACCEPT or REJECT the hypothesis.
- Learner to provide reasons for either ACCEPTING or REJECTING the hypothesis.

Eg The hypothesis is rejected. The evidence gathered points to other sources of pollution of the vaal river. The research that I conducted indicate that the informal settlement close to the Vaal river ….

Step 8: Bibliography

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

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Step 9: Submission

- Learners are encouraged to include graphs, tables, diagrams and pictures where necessary.
- On submission, ensure that a suitable cover page is included.

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