GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

# TYPE OF TASK: RESEARCH

| | | |
|---|---|---|
| **SUBJECT** | **:** | **GEOGRAPHY** |
| **CODE** | **:** | **GEOG** |
| **GRADE** | **:** | **12** |
| **TERM** | **:** | **TWO** |
| **TIME PERIOD ALLOCATED** | **:** | **Term 2** |
| **CAPS WEIGHTING %** | **:** | **15** |
| | **:** | |
| **TOTAL** | **:** | **100** |

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## INSTRUCTIONS AND INFORMATION:

### NOTE TO THE EDUCATOR:
### GUIDELINES ON CONDUCTING A RESEARCH TASK IN GRADE 12

1. The Requirements of the Program of Assessment must be adhered to in terms of time frames as stated in the *Table 1*.
2. Each research activity within the Research Task must be allocated a time frame for completion within the phase. A **guideline** of due dates is provided in *Table 1*.
3. Non-compliance of submissions according to the time frame set CAN result in a zero mark for the candidate in the research activity. (Exceptional cases can be considered at the discretion of the DH and Educator at school). –

   Table 1 must be mediated to all Grade 12 Geography candidates who MUST present a research task as part of the formal program of assessment.

### RECOMMENDATIONS FROM IMPLEMENTATION IN 2025:

4. The formulation of the HYPOTHESIS will determine the nature and scope of the type of research the candidate will complete. (It is useful to dedicate more time with each candidate in the formulation of the HYPOTHESIS at the beginning to eliminate vagaries and poor methodology during the phases and activities within the research – refer to *Table 1*).
5. Every attempt must be made to ensure candidates formulate their HYPOTHESIS within their local environments. (It is recommended that candidates be given an opportunity to consider their approaches and accessibility/availability of information before finalising the Hypothesis).

### SASAMS (12.3.1)

6. The **TERM** allocated to this task is Term 2.
7. The **TASK DESCRIPTION** allocated to this task is TASK 2 (Research) – Formal
8. This is a **COMMON TASK** for Grade 12 Geography in the GDE – Johannesburg East
9. The **PLANNED TIMEFRAME is TERM 1 AND 2**
10. The **RAW TASK TOTAL** is 100 marks
11. This task is **INCLUDED IN SBA YEAR MARK**
12. This task has an SBA WEIGHT % of 15

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## INSTRUCTIONS AND INFORMATION:

## NOTE TO THE CANDIDATE

1. The RESEARCH TASK in Grade 12 is part of the formal assessment program in 2025.

2. The RESEARCH TASK is implemented during TERM TWO starting at the end of TERM ONE.

3. All dates stated in Table 1 are stipulated for completion of the step and/or phase. (Only under exceptional circumstances will the educator consider a late submission)

4. Each step MUST be documented with evidence in the LEARNER PORTFOLIO OF EVIDENCE.

5 A copy of the RESEARCH RUBRIC must be always be made available in the LEARNER PORTFOLIO OF EVIDENCE from the date of implementation.

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 – any evidence of **PLAGIARISM** will be the result of **0/100**.

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THE RESEARCH TASK

## A HYPOTHESIS TESTING APPROACH TO RESEARCH TASKS IN GEOGRAPHY FET

*Table 1*:

| Research Activity and Due Date | Steps | Marks | Descriptor(s) | Term |
|---|---|---|---|---|
| Formulation of the hypothesis<br><br>**Due Date:**<br>_____ | 1 | 10 | Hypothesis<br>(Must be in the form of a statement including – what, where and impact of geographical issue) | **Term 1 & 2 2025** |
| Geographical Mapping of research area and background information to hypothesis<br><br>**Due Date:**<br>_____ | 2 | 20 | A4 size or smaller<br>(A map with specific coordinates of the study area drawn to scale with appropriate references)<br><br>A paragraph of EIGHT lines<br>(A description of the location of the area you have chosen with historical and geographical scope of the problem) | |
| Data collection, analysis and synthesis including representation of data<br><br>**Due Date:**<br>_____ | 3 | 40 | **Primary or Secondary data collection**<br>(Photographs/Questionnaires **(online)** , **Telephonic conversations/ Test messages, Social media (WHATSAPP)**/Correspondence newspaper articles/diagrams/photographs/ periodicals/text, **Internet**)<br>(Graphs/Tables/Written responses demonstrating nature and scope of data collected) | |
| Recommendations, possible solutions and conclusion – (accept/reject the hypothesis)<br><br>**Due Date:**<br>_____ | 4 | 20 | Structured paragraph(s) of approximately EIGHT lines<br>Statement of REJECT/ACCEPT<br>(In a paragraph of EIGHT lines) | |
| Bibliography<br>Cover page<br>Presentation<br><br>**Due Date:**<br>_____ | 5 | 10 | Design a cover page with an appropriate context for the research with the stated hypothesis<br>Can be … but not limited to …<br>A verbal presentation or<br>A PowerPoint presentation | |
| Final Submission<br>Total<br><br>**Due Date:**<br>_____ | | 100 | | |

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- Read the Research Activity and a summary of a summary of the requirements for the level descriptor.
- Read *Table 1* in conjunction with the Research Rubric to gain more insight on the expectations for each activity/step.

**PRIMARY RESEARCH AND SECONDARY RESEARCH**

Primary research is data which is obtained first hand. This means that the researcher conducts the research themselves or commissions the data to be collected on their behalf. Primary research means going directly to the source, rather than relying on pre-existing data samples.

Secondary research or desk research is a research method that involves using already existing data. Existing data is summarized and collated to increase the overall effectiveness of research. ... These documents can be made available by public libraries, websites, data obtained from already filled in surveys etc.

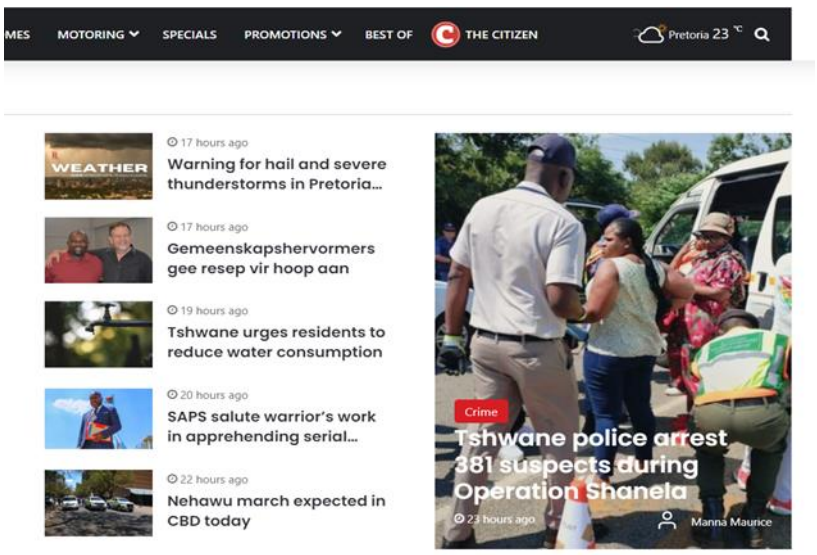
Choose a geographical problem related to the content in grade 12 in your local area. Use your exam guidelines to assist you.

**GEOGRAPHY RESEARCH**

**GUIDELINES FOR CONDUCTING A HYPOTHESIS TEST**

**To determine the purpose of your research:**

- Determine the purpose of your research by looking at your surroundings, what geographical problems can you identify. **For example**, every day you travel pass Menlyn shopping centre where you observe the informal sector.
- Go on TikTok and look for the latest news in your area.
- Visit the newspaper online, for example the Record:



[Source: https://www.citizen.co.za/rekord/]

Choosing a geographical perspective towards a Hypothesis:

To complete a geographical research consideration MUST be given to an analysis and/or interpretation of a geographical phenomenon with a geographical perspective.

A geographical perspective considers the CAUSES, EFFECTS and SOLUTIONS to a geographical phenomenon or a geographical problem

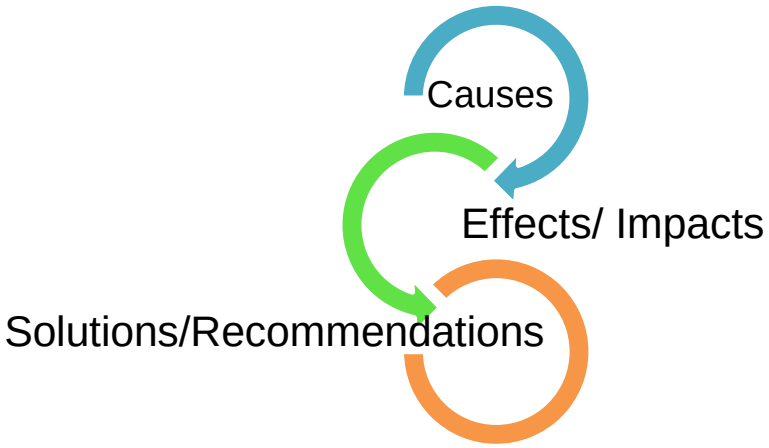
To research with a geographical perspective, an area of geographical interest MUST be identified.

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 to various phenomena around us.

As a grade 12 Geography candidate you should:

… have an interest in geographical information from a Geographical Perspective.
i.e. analysis of the information in terms of …

FIGURE 1 – A GEOGRAPHICAL PERSPECTIVE



## EXAMPLES OF TOPICS FOR GRADE 12 RESEARCH

### A Geographical Perspective MAY include:

**Climate and Weather:**
An analysis of weather patterns and data over a longer period in the Pretoria CBD
An analysis of a section of the Johannesburg CBD and trends/patterns/relationships on Urban development and urban climates
Strategies that help prepare for and manage natural weather disasters in Gauteng e.g. Floods/Droughts
Local climates in Gauteng and its impact on settlements and farming activities

**Geomorphology:**
A study of processes and factors influencing flow patterns in local stream/rivers – Vaal River
A study of the human impact on flow patterns of the Jukskei river in Alexandra
Catchment and river management in Gauteng
Challenges created by the Department of Water and Sanitation regarding provision of water to local communities

**Settlement Geography:**
A study of transport patterns in the local community.
Urbanisation trends and patterns in Pretoria CBD.
Lack of planning by local municipalities in the provision of basic services e.g. housing/education/electricity
Infrastructure failure – roads/railways/electricity/water
The rapid rise of informal settlements and related issues in my local community
Consider areas of environmental, economic and social justice issues

**Economic Geography:**
The 4$^{th}$ Industrial Revolution and its impact on employment in my local community/ municipality/ Gauteng.
Foreign Investment is for profits of big business and not building a stronger community in …
A study of the local informal sector and its impact on the local economy/employment.

**NB: Learners may choose any other current/contemporary relevant geographical issue as a research topic.**

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… after thinking about various issues affecting the citizens of Gauteng, think about your local community and challenges that are faced on a daily basis

***(Refer to a local/regional/national NEWSPAPER and determine how many of the articles relate to a geographical perspective) …***

Let's begin …

## STEP ONE

Formulating a hypothesis or a geographical statement

Development of Hypothesis testing in the Geography FET:

- Choose a specific area of study where a geographical statement can be made.
- During this stage a geographical statement MUST ask the following:

  WHERE IS IT?

  WHAT IS IT?

  HOW OUGHT IT TO BE?…

  HUMAN IMPACTS …

  …THE BIG IDEAS OF CAPS (Empirical Analytical Approach)

Follow the steps of research to ensure that the geographical statement is well defined.

**A possible hypothesis in Settlement geography: Rural–Urban Migration**.

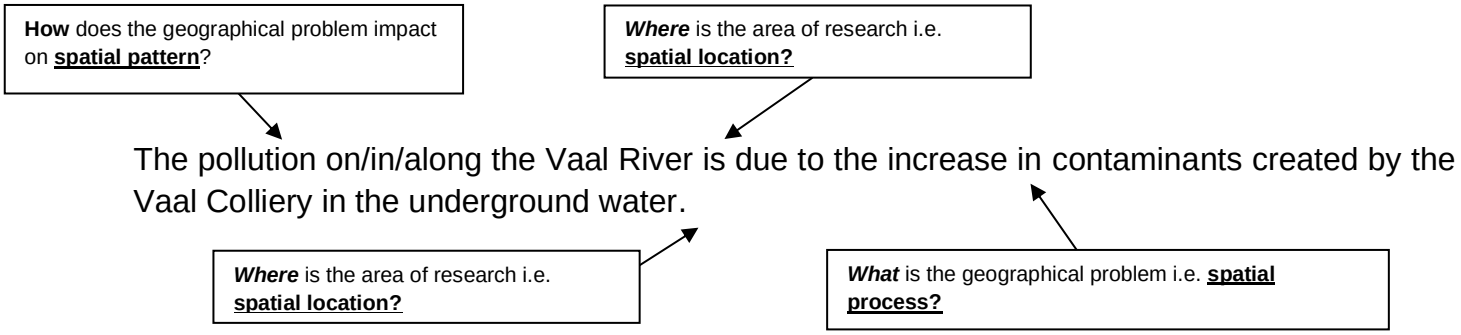
**How** does the geographical problem impact on **spatial pattern**?

***Where*** is the area of research i.e. **spatial location?**

An analysis of weather patterns and climatic data over a longer period in the Pretoria CBD demonstrate the negative impact of Climate Change

***What*** is the geographical problem i.e. **spatial process?**

**A possible hypothesis in Geomorphology: Catchment and river management.**




With a probing question, you must determine the geographical problem that was identified in step 1.
What do I need to ask to get to the answer?
Do not simply rewrite the purpose as a question sentence!
For example, what will be the impact of severe hail and thunderstorms on the runoff in Pretoria.

Mapping

- Provide a map of the area in question.
- During this stage 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.

**Example:**

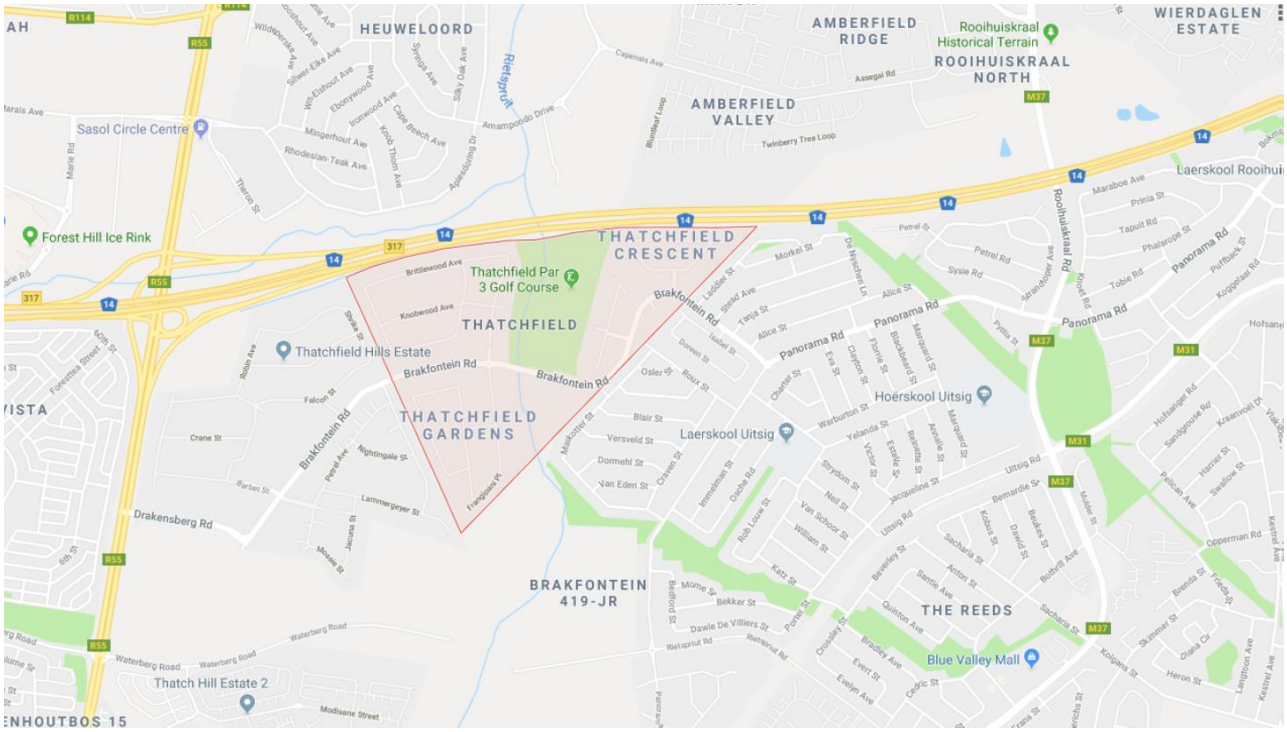
Step 1: Hypothesis

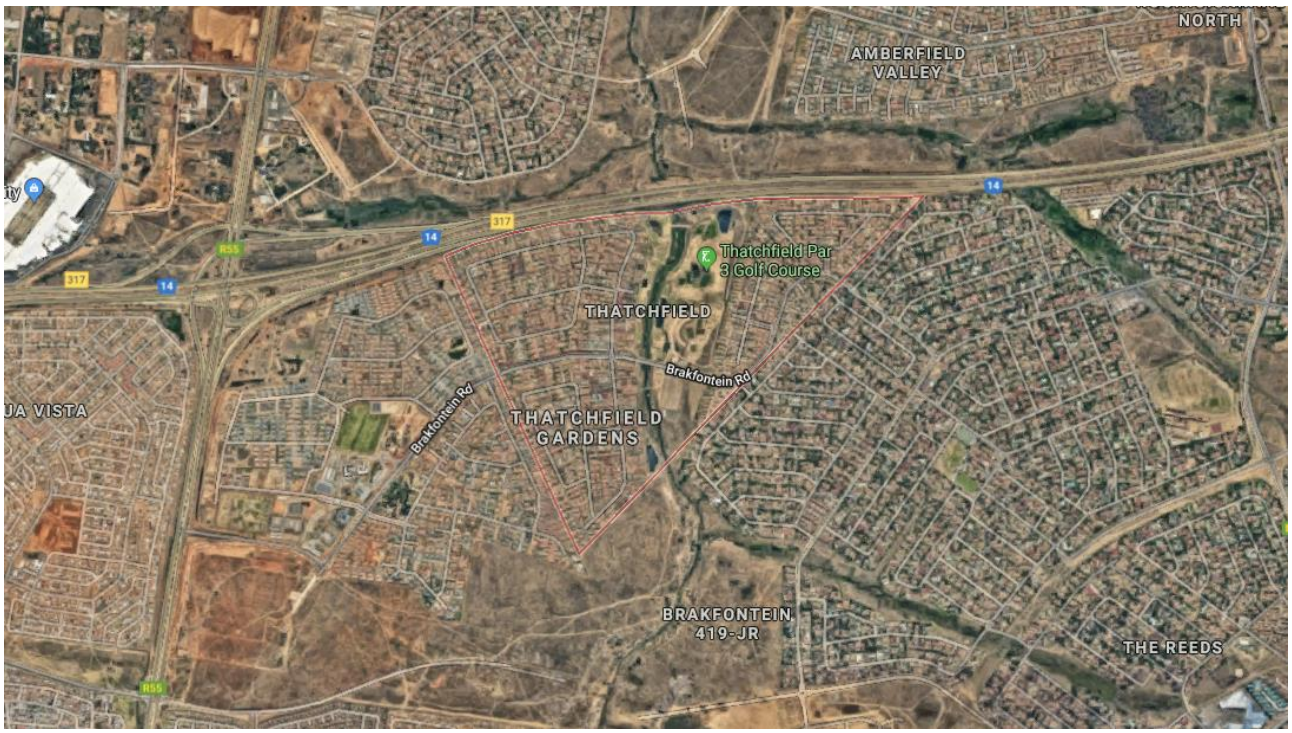
Traffic out of Thatchfield Estates on the Brakfontein road in the mornings affect the residents negatively in terms of time management, stress levels and economical levels.

Mapping:

1cm on the map represents 750m in reality

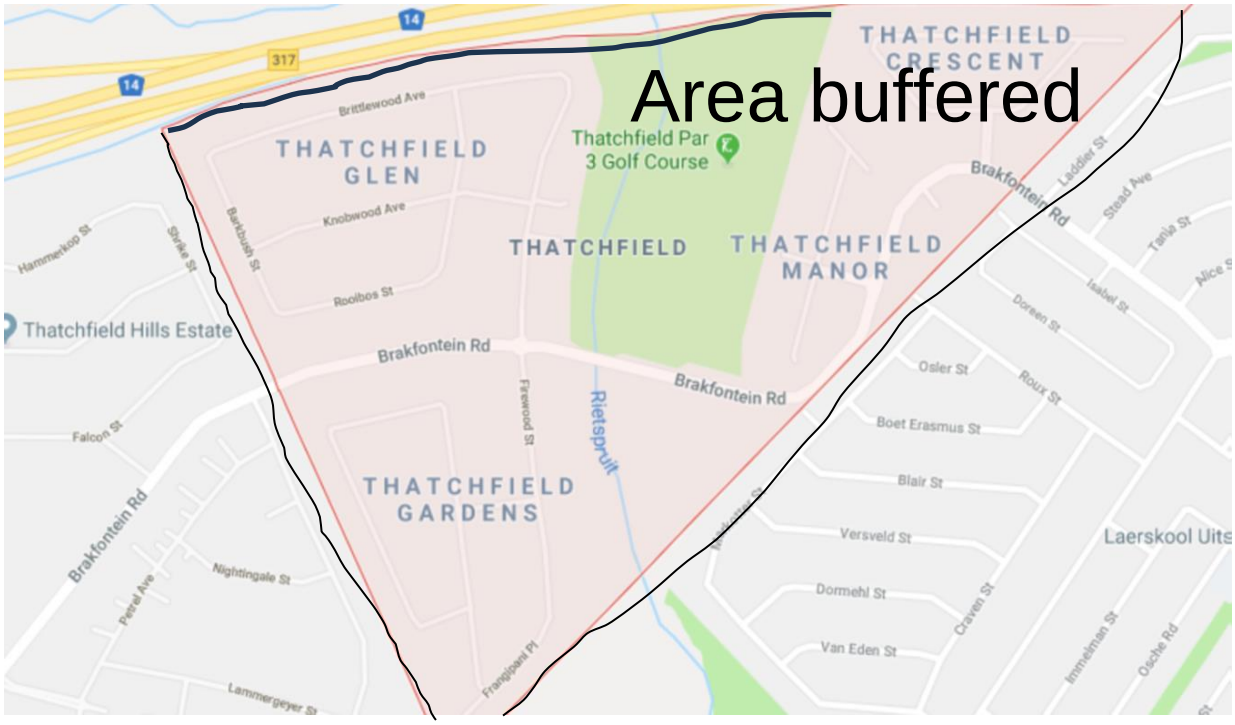
1:75000




1cm on the map represents 375meters in reality 1:37500


317
14
14
Thatchfield Par
3 Golf Course
THATCHFIELD
Brakfontein Rd
Brakfontein Rd
THATCHFIELD
GARDENS


Area buffered
14
317
14
THATCHFIELD
CRESCENT
Brittlewood Ave
THATCHFIELD
GLEN
Thatchfield Par
3 Golf Course
Knobwood Ave
THATCHFIELD
THATCHFIELD
MANOR
Roolbos St
Thatchfield Hills Estate
Brakfontein Rd
Brakfontein Rd
Rietspruit
Osler St
Boet Erasmus St
Blair St
Versveld St
Dormehl St
Van Eden St
THATCHFIELD
GARDENS
Brakfontein Rd
Nightingale St
Lammergeyer St
Laerskool Uits

# STEP TWO

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)

Give a brief introduction and description (background information) of the city (study area) you have selected in terms of:

- Historical background
- Co-Ordinates
- Population
- Description of the location of informal settlements in relation to the inner city.
- Other relevant statistical information.

Example:

Suburb: Thatchfield-Centurion

City: Pretoria

Province: Gauteng

Exact co-ordinates:

25053'39.01''S 28007'10.05'' E

Population: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.662.3097&rep=rep1&type=pdf

History

News Articles

Methods of data collection

(a) PRIMARY DATA SOURCES:

- The use of **ONLINE** questionnaires (Google Forms etc.) or paper questionaires
- Interviews conducted **TELEPHONICALLY** (WhatsApp, **Text messages, text messaging, conversation** etc.)
- REMOTE observations (Google Earth, Google Maps etc.)
- **Taking pictures using cellphones.**

(b) SECONDARY DATA SOURCES

- Newspaper articles
- Government department statistics
- Books
- Internet

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Example of questionnaires send out on paper:

RESEARCH ON TRAFFIC CONGESTION IN THATCHFIELD:

CONDUCTED BY _____
SCHOOL: _____
RESEARCH TASK

PLEASE TICK THE SUPPLIED CHOICES:
MALE: _____ FEMALE: _____

1. IF YOU LEAVE YOUR HOUSE IN THE MORNING, WHAT IS YOUR PURPOSE FOR LEAVING ?

   GOING TO WORK

   DROPPING CHILDERN OFF AT SCHOOL, THEN BACK HOME

   DROPPING CHILDREN OFF AT SCHOOL, THEN TO WORK

   OTHER REASON:

2. WHAT TIME DO YOU LEAVE YOUR DWELLING IN THE MORNING?

   5:30

   6:30

   7:00

   OTHER TIME:

ETC.

## STEP THREE

Analysis and synthesis of data (Data Representation)

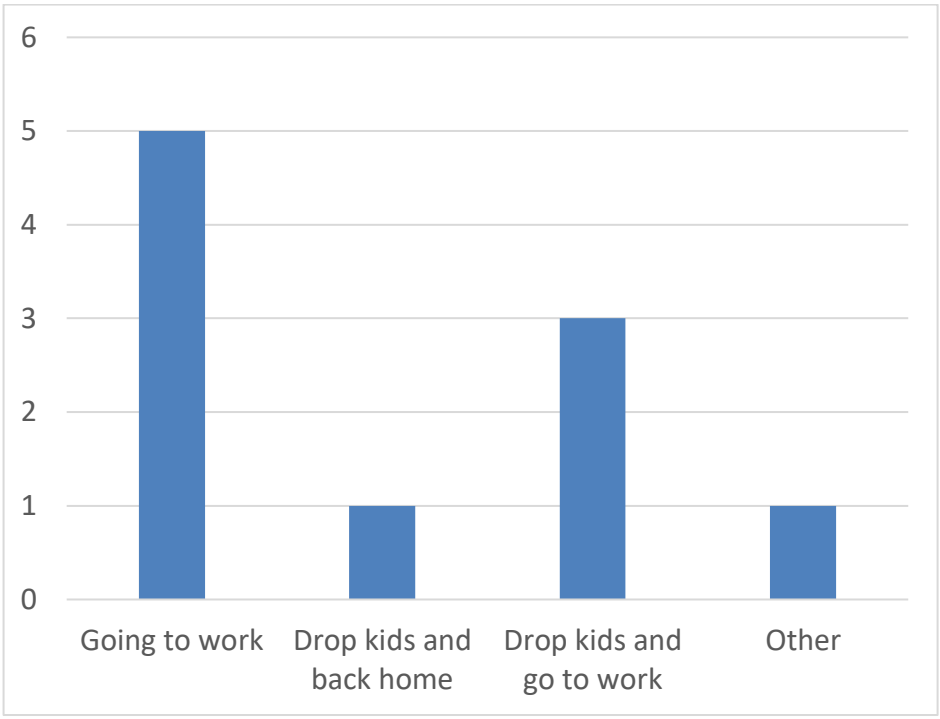
- Collected data should now be used to formulate a discussion around the existing geographical problem.
- Represent information graphically (creatively) where necessary, for example graphs, sketches, photographs etc.
- Graphic information must be analysed during this stage.

**Example:**

Purpose For People Leaving Home

RESULTS OBTAINED FROM 10 INTERVIEWEES

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**ANALYSIS AND SYNTHESIS OF DATA:**

From the results collected above from 10 residents of the Thatchfield vicinity we can conclude:

5/10 people left home in the mornings to make their way to work;

1/10 people left their homes in the morning to drop their children off to school and went back home;

that 3/10 people left in the mornings to drop their children off at school and then made their way to work

1/10 people left home in the morning for a different reason.

According to my previous calculations, the current population living in Thatchfield is 21713. Therefore from research collected above we can conclude that:

Number of People going to work: 21713 x 5/10 =10856.5. rounded off=10857

people leave home in the morning to go to work.

Number of People dropping kids off at school then back home:

21713 x 1/10 =2171.3. rounded off=2171 people leave home in the morning to drop kids off at school and then go back home.

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# STEP FOUR

Recommendations and possible solutions

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

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.

**Example:**

The results above indicate that people have had to adjust sleeping habits and wake up earlier to get to their destination.
We understand that Thatchfield is a highly populated area that does not have the sufficient road infrastructure to accommodate the people so the people have taken this upon themselves to overcome this.
They sleep late and wake up earlier, causing very tiredsome people travelling very early in the morning where alot of people are also travelling at the same time, possibly endangering lives.
Lack of sleep causes your brain to not function at its average rate , therefore stress levels are immediately increased and cause a steady decrease in amounts of energy being able to be produced by your body, affecting work and school once again. We see that time management is scrutinized because there is no time.
All of it is done to try get a pathway out of Thatchfield in the mornings.

I recommend that many new solutions be put to task:
That the poor town planning and road development be made a major priority.
Town planners need to make prior development plans that allow for a certain length of road be added to Thatchfield for every 100 people increase in the vacinity.
The need to ensure that development around roads that capacitys are full need to be stopped unless the construction of more double or triple lane main roads.

# STEP FIVE

Bibliography

- A comprehensive bibliography should be included.
  (Use a Harvard referencing system: refer to the following website for the a referencing generator: https://www.scribbr.co.uk/referencing/generator/harvard/)

  Pears, R. and Shields, G. (2019) Cite them right: The essential referencing guide. 11th edn. London: MacMillan.

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

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Submission

- For submission, ensure that a suitable cover page is included that represents the HYPOTHESIS

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## RUBRIC FOR RESEARCH TASK

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

**HYPOTHESIS :** _____

_____

| **MARK** | **1-2** | **3-4** | **5-6** | **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<br>• Not a research topic specific to Geography Enquiry<br>• Specific area not identified<br>• No specific problem.<br>• No specific impact. | • Learner has formulated the hypothesis<br>• Describes a topic specific to Geography Enquiry<br>• Geographical area is not specific.<br>• Problem not specific.<br>• Impact not specific. | • Learner has formulated the hypothesis<br>• Describes a topic specific to Geography Curriculum.<br>• Geographical area is specific.<br>• Problem is specific.<br>• Impact is specific. | • Learner has formulated the hypothesis<br>• Describes a topic specific to Geography Curriculum.<br>• Geographical area is specific.<br>• Problem is specific.<br>• Impact is specific. | | |
| **MARK** | **1-4** | **5-9** | **10-14** | **15-17** | **18-20** | **Educator Mark** | **Moderator Mark** |
| **STEP 2:** **MAP AND BACKGROUND INFORMATION** | • Irrelevant map.<br>• Limited to no information.<br>• Unable to give a description or background information of the area being studied in a paragraph. | • Relevant map of Research area included.<br>• Limited information.<br>• No legend.<br>• No Scale.<br>• No Buffer Zones created.<br>• Some description of an area is provided in a paragraph with limited background information given. | • Relevant map of Research area included with appropriate legend and limited detail.<br>• Relevant description of an area with most of the background information provided in a paragraph. | • Relevant research area identified on a map with an appropriate legend, appropriate labels and use of scale.<br>• Study area is well motivated and forms part of the local community and a related geographical issue.<br>• Learner has fully described the study area in a paragraph and has provided the appropriate background information relevant to the Hypothesis. | • 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.<br>• Study area is well motivated and forms part of the local community and a related geographical issue.<br>• Learner has fully described the study area in a paragraph of exactly EIGHT lines and has provided the suitable background. information | | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | relevant to the Hypothesis. | | |
| **MARK** | **1-8** | **9-18** | **19-28** | **29-34** | **36 - 40** | **Educator Mark** | **Moderator Mark** |
| **STEP 3:**<br>**COLLECTION, ANALYSIS AND REPRESENTATION OF DATA** | • Only one primary or one secondary source of data is used.<br>• The learner shows little understanding of the topic and is unable to identify, interpret or show the effects from the sources used.<br>• Less than 300 words without appropriate graphical representation | • Primary and secondary sources of data collected which inadequately informs research methodology.<br>• The learner is able to identify some of the problems from the sources but shows limited understanding of interpretation and effects.<br>• Between 300 and 400 words.<br>• Graphical information not relevant to Hypothesis. | • Primary and secondary data sources that mostly enable an understanding of the research area studied.<br>• The learner is able to identify and interpret the sources in most case, but shows limited ability to show the effects.<br>• Between 300 and 400 words.<br>• Graphical Information relevant but not interpreted according to the Hypothesis. | • A variety of primary and secondary data sources collected, that accurately define the hypothesis.<br>• The learner is able to identify the problems and interpret all the sources and is able to show some insight of the effects.<br>• Between 300 and 400 words<br>• Graphical Information relevant and interpreted according to the Hypothesis | • The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format of EIGHT lines<br>• Specific primary and secondary sources collected that accurately define the Hypothesis.<br>• Relevant communication from related authorities in the form of letters/emails etc.<br>• The learner is able to identify the problems and interpret all the sources and is able to provide clear insight of the effects.<br>• Between 300 and 400 words used.<br>• Variety of Graphical Information used relevant to Hypothesis. | | |
| **MARK** | **1-4** | **5-9** | **10-14** | **15-19** | **20** | **Educator Mark** | **Moderator Mark** |
| **STEP 4:**<br>**RECOMMENDATIONS, SOLUTIONS AND CONCLUSION (ACCEPT/REJECT).** | • The learner is unable to provide relevant recommendations and solutions to the problem in a paragraph format.<br>• No conclusion provided with no ACCEPT or REJECT statement | • The learner could only provide some recommendations and solutions to the problem in a paragraph format.<br>• Conclusion provided but research conducted does not accept or reject the hypothesis | • The learner is able to provide meaningful recommendations and solutions to the problem in a paragraph format.<br>• Conclusion provided with an acceptation or rejection of the hypothesis. | • The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format.<br>• Conclusion provided with an acceptation or rejection of the hypothesis. The research | • The learner provides clear insight into all relevant recommendations and possible solutions to the problem in a paragraph format Of EIGHT lines.<br>• Clear Research methodology using Hypothesis testing techniques. Is able to | | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | conducted provides a framework for the ACCEPT/REJECT statement | 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:**<br>**BIBLIOGRAPHY, COVER PAGE AND PRESENTATION** | • No bibliography provided.<br>• No cover page is provided.<br>• Learner does not present himself on the due day of the presentation (No proper medical certificate/reason) for absence given | • Bibliography provided is incomplete<br>• Cover page is provided with incomplete details.<br>• Learner is unable to present the process followed in identifying the hypothesis and conducting the research and reaches a state of ACCEPT/REJECT phase | • Limited Bibliography provided but is correctly formatted<br>• Cover page contains all the required details.<br>• Learner is able to present process in identifying the hypothesis and conducting the research to reach a state of ACCEPT/REJECT phase.<br>• Is not able to show how research area is able to benefit the natural and/or social environment. | • Bibliography provided in correct format<br>• Creative cover page used that contains elements of research captured and most of the relevant information.<br>• Learner is able to present process in identifying the hypothesis and conducting the research to reach a state of ACCEPT/REJECT phase.<br>• Is able to show how research area is able to benefit the natural and/or social environment. | • Extensive research conducted and bibliography shows insight into research area.<br>• Cover Page with all relevant information including stated hypothesis and creative expression of selected area of study<br>• Learner is able to present Hypothesis related to the Geography Curriculum.<br>• Traces steps of research processes and is able to make a logical ACCEPT/REJECT statement.<br>• Research is centred around adding value to natural and social environment and is directly related to the GEOGRAPHY CURRICULUM | | |
| | | | | | | **Educator Mark** | **Moderator Mark** |
| **TOTAL MARK – 100** | | | | | | | |

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