education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL

GRADE 11

RESEARCH

QUESTION PAPER

MARKS: 100

ISSUE DATE: 13 APRIL 2026

SUBMISSION DATE: 21 MAY 2026

This question paper consists of 09 Pages Including cover page.

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INSTRUCTIONS AND INFORMATION

GUIDELINES (TO BE READ BY THE TEACHER)

NOTE TO THE EDUCATOR:

The requirements of the programme of Assessment must be adhered to in terms of time frame.

Each research activity within the research task must be allocated a time frame for completion within the phase.

Non-compliance of submissions according to the time frame set can result in a zero mark to the learner for the research activity.

Encourage learners to relate Topics to real life situations, especially within South Africa to improve understanding.

NOTE TO THE LEARNER:

Research Task in grade 11 is part of the formal assessment program for 2026.

It is implemented at the Beginning of Term Two (Start date 09/04/2026) and ends in Term TWO (End Date- 21/05/2026)

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).

The task must be completed by learners own handwriting/typing.

Each step MUST be documented with evidence in the final research project

A marking rubric is attached to the Research.

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

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 found of PLAGIARISM

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ARTIFICIAL INTELLIGENCE IN RESEARCH TASKS: The use of AI (e.g. Chat GPT, Copilot) is only permitted in the selection of your research topic to determine the location and severity of your topic in your local area. Evidence of the information you entered in the search box, need to be submitted as evidence in step 1. If your task is done by AI, it will be seen as plagiarism and resulted in 0/100. Learners may use AI tools (e.g., ChatGPT, Copilot) ONLY for:

- Selecting a research topic and determining its local relevancies.
- Any submission that relies completely on AI will be considered

  Plagiarism and awarded 0/100.
- Learners must provide evidence of AI use (e.g., screenshots of

  prompts entered) in.
- Generating or updating maps of the study area
- Language support (translation, grammar checking).
- Structuring data presentation (tables, graphs, diagrams).
- AI may not be used to complete the entire research task.

GENERAL INFORMATION

Draw fully labelled diagrams where necessary.

Write neatly and legibly (type if possible)

Plan and carry out research on a problem/ issue that is being experienced in your locality, province, country, continent.

Attach, pictures, photos, maps where necessary.

Choose only one Topic.

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RESEARCH ACTIVITIES GUIDELINE:

Research Activities	steps	marks	Time frame
Introduction and hypothesis	1	12	One week
Background information about the Area	2	6	
Mapping	3	12	
Data collection	4	8	Two weeks
Analysis and synthesis of date	5	26	Two weeks
Recommendations and possible solutions	6	12	
Conclusion: accept or reject the hypothesis	7	12	One week
Bibliography	8	6	
Cover page		6	
TOTAL		100	
Submission	9		Due date:21/05/2026

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TOPICS

Conduct a research project on ONE of the THREE topics provided

(REMEMBER: THE RUBRIC WILL INDICATE WHAT IS NEEDED IN EVERY STEP)

TOPIC 1: GEOMORPHOLOGY (MASS MOVEMENT)

Guiding questions:

1. What is mass movement?
2. Describe rockfalls, landslide and soil creep.
3. What are main causes of mass movement?
4. How does human activity increase the risk?
5. Suggest ways to prevent and reduce mass movements.

Case study: include an example from South Africa or elsewhere.



[Google image]

(100)

TOPIC 2: DEVELOPMENT AND INEQUALITY

Guiding questions:

1. What is development?
2. Differentiate between developed and developing countries.
3. What are indicators of development (e.g. income, education)?
4. What causes inequality?
5. Suggest ways to improve development in poorer regions.



[Google image]

(100)

TOPIC 3: NATURAL RESOURCES (SOLAR POWER/ HEATING OR WINDFARMS)

Guiding questions:

1. Number of households using power/heating in my area, affordability of solar power/heating in your area, advantages and disadvantages of solar power/heating in your area
2. Does your school make use of solar power?
3. How does the generation of solar power impact Eskom with power shortages?
4. How will solar power have a negative effect on Eskom's financial income/revenue)
5. Suggest ways to prevent and reduce the wasting of natural resources in your area.

GRAND TOTAL= 100

GUIDELINE: GEOGRAPHY GRADE 11 RESEARCH TASKS

STEP 1: FORMULATING A HYPOTHESIS/PROBLEM STATEMENT

Formulating a hypothesis /problem statement. As Geographers we seek to understand and explain the interactions amongst humans and the environment in space and time. This is achieved by asking questions or making informed geographical decisions. This entails the development of a hypothesis or a problem statement to be tested.

You have to choose a specific area of study where a geographical problem exists.

During this stage, a geographical question showing a problem is asked

Identify the problem from a local area

Formulate a hypothesis or a problem statement. (Hypothesis research is used to prove that certain variables are dependents on or independent of each other. Problem statement research is only to highlight that a specific problem exists in a specific community.

You should then follow the steps of research to ensure that the geographical question is answered

STEP 2: BACKGROUND INFORMATION ABOUT AN AREA OF STUDY

You must explain where in South Africa the area is located. (This can be indicated on map.)

Describe 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

STEP 3: MAPPING

You must provide a map of the area.

During this stage you must 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 4: 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

STEP 5: ANALYSIS AND SYNTHESIS OF DATA

Leaner(s) must use collected data now to formulate a discussion around the existing geographical problem. At this stage learners should present some of the information during this stage

STEP 6: RECOMMENDATIONS AND POSSIBLE SOLUTIONS

Learners should now make recommendations to solve the geographical

problem in question

Learners should present their original and realistic opinions as far as they

possibly can

STEP 7: CONCLUSION – ACCEPT OR REJECT THE HYPOTHESIS

Learners should take a decision to either ACCEPT or REJECT the hypothesis

Learners must give reasons for either ACCEPT or REJECT the hypothesis

STEP 8: BIBLIOGRAPHY

Learners must include a comprehensive bibliography

Learners must list websites in full

Learners must include annexures of questionnaires and interviews conducted.

STEP 9: COVER PAGE

Learners must include all the details required for a task.

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