GEOGRAPHY

SCHOOL-BASED ASSESSMENT EXEMPLARS – CAPS

GRADE 12

LEARNER GUIDE

20 YEARS OF FREEDOM

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SCHOOL-BASED ASSESSMENT

EXEMPLARS – CAPS

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TABLE OF CONTENTS

1.   Introduction

The purpose of this document is to provide learners with a set of benchmarked school- based assessment tasks (SBAs). It contains useful information and guidelines in the form of exemplars on the following aspects of the curriculum:

- How to do a research task

- Working with sources and source-based questions

- Data handling

- Marking rubrics as guidelines to completing research tasks

2.   Objectives/Aims of the project

It is envisaged that this SBA document will provide learners with examples of SBA tasks that are of high quality and a high standard.

- A common standard is set as prescribed by the Curriculum and Assessment Policy Statement (CAPS) document.

- Quality teaching and learning of FET – Grade 12 Geography is promoted throughout all schools in South Africa.

3.   Assessment tasks as outlined by CAPS

Term 1	Term 2	Term 3	Term 4
- 2 tasks	- 2 tasks	- 3 tasks	
- 1 standardised test	- June examination (Papers 1 and 2)	- 1 standardised test	- Final external examination (Papers 1 and 2)
- Data handling	- Mapwork task	- Research/Essay writing task	
		- Trial examination (Papers 1 and 2)	
SBA mark which comprises 25% of final mark (100 marks)			75% of final mark (300 marks)

Term	Task		Total	SBA weight	Total
1	Data handling		60	20	100 (25%)
	Standardised test		100	10	
2	Mapwork task		60	20	
	June Paper 1	200	300	10	
	June Paper 2	100			
3	Research/essay writing task		60	20	
	Standardised test		100	10	
	Trial Paper 1	225	300	10	
	Trial Paper 2	75			
4	External Paper 1	225	300		300 (75%)
	External Paper 2	75			

4.   Assessment tasks

4.1   Term 1 – Data-handling task

Two examples of typical data-handling tasks are provided below.

4.1.1   *Exemplar: Data-handling task 1*

- Curriculum content: Physical Geography (tropical cyclones, subtropical anti-cyclones and drainage basins)

- Compliant with CAPS.

- May be tested in the CAPS final external examination.

- One (1) data-handling task must be done.

GRADE 12 SBA (CAPS 2014)

DATA-HANDLING TASK

PHYSICAL GEOGRAPHY

TIME: 1 hour (60 minutes)
MARKS: 60

QUESTION 1

1.1   Refer to FIGURE 1A showing a synoptic weather map of Tropical Cyclone Irina.

  1.1.1   Determine the number of tropical cyclones, including Irina, that has occurred during this tropical cyclone season.   (1 x 2)   (2)

  1.1.2   Give a reason to support your answer to QUESTION 1.1.1.   (1 x 2)   (2)

  1.1.3   Describe the surface air circulation within Tropical Cyclone Irina.   (1 x 2)   (2)

1.2   Refer to FIGURE 1B showing a satellite image of Tropical Cyclone Irina and FIGURE 1C showing the projected path of Tropical Cyclone Irina.

  1.2.1   Using the satellite image, determine in which stage of development Tropical Cyclone Irina is.   (1 x 2)   (2)

  1.2.2   Give evidence from the satellite image to support your answer to QUESTION 1.2.1   (1 x 2)   (2)

  1.2.3   Discuss TWO socio-economic impacts of Tropical Cyclone Irina on areas along the east coast of southern Africa.   (2 x 2)   (4)

  1.2.4   Draw a labelled cross-section of Tropical Cyclone Irina as depicted on the satellite image from **X** to **Y**. Clearly indicate the position of the eye and the cumulonimbus clouds on your cross-section.   (2 x 2)   (4)

  1.2.5   State the reason for the use of the words, 'projected path' when describing the path of Tropical Cyclone Irina.   (1 x 2)   (2)

1.3   Refer to FIGURE 1A.

        1.3.1   Identify the high-pressure cells labelled **P** and **Q.**   (2 x 2)   (4)

        1.3.2   Use evidence from the map to explain whether wind speed will be greater in area **P** or area **Q**.   (3 x 2)   (6)

                                                                                                                          [30]

QUESTION 2

2.1   Refer to FIGURE 2A showing cross-sections of the Tugela River along its course in its drainage basin shown in FIGURE 2B.

        2.1.1   Define the term drainage basin.   (1 x 2)   (2)

        2.1.2   Which of FIGURE 2A and FIGURE 2B shows a longitudinal and transverse profile respectively?   (2 x 2)   (4)

        2.1.3   Match each of cross-sections **A**, **B** and **C** (FIGURE 2A) with positions   **(i)**, **(ii)** and **(iii)** (FIGURE 2B).
                                                                                              (3 x 2)   (6)

        2.1.4   Briefly explain the difference in the width of the river channel at **A** and **C**.   (2 x 2)   (4)

2.2   Refer to FIGURE 2B showing the drainage basin of the Tugela River from its upper to the middle to the lower course.

        2.2.1   Determine the stream order of the Tugela River at point **X** along its course.   1 x 2)   (2)

        2.2.2   Identify and explain ONE of the stream channel patterns of the Tugela River at (ii) along its course.   (3 x 2)   (6)

        2.2.3   Draw a labelled free-hand cross-section through the river channel along line **T–S**, showing the position of and the difference in shape between a slip-off slope and an undercut slope.   (2 x 2)   (4)

        2.2.4   Give ONE reason why the Tugela River is more likely to flood in the vicinity of (iii).   (1 x 2)   (2)

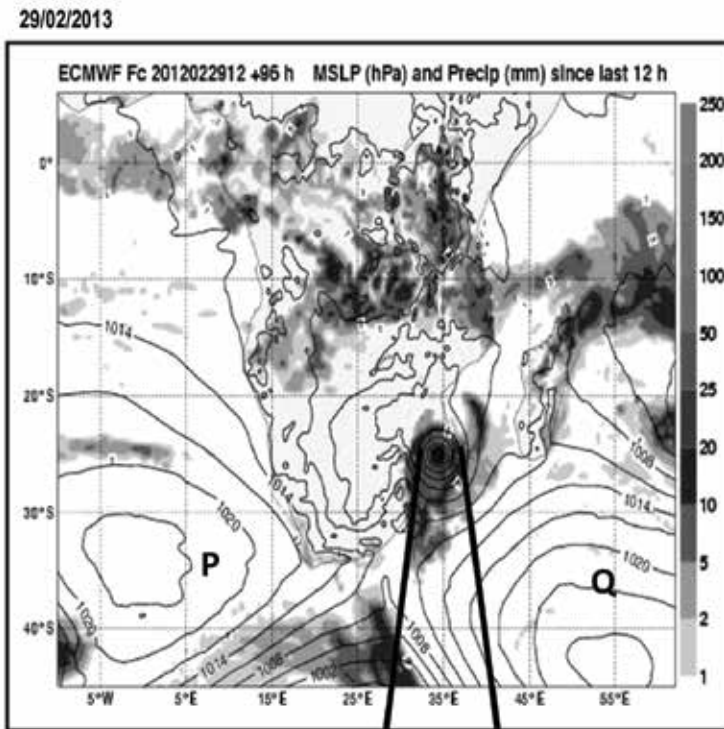   **[30]**

                                                                                             GRAND TOTAL: **60**

FIGURE 1A: TROPICAL CYCLONE IRINA

29/02/2013

ECMWF Fc 2012022912 +96 h   MSLP (hPa) and Precip (mm) since last 12 h

FIGURE 1C: PROJECTED PATH

FIGURE 1B: SATELLITE IMAGE

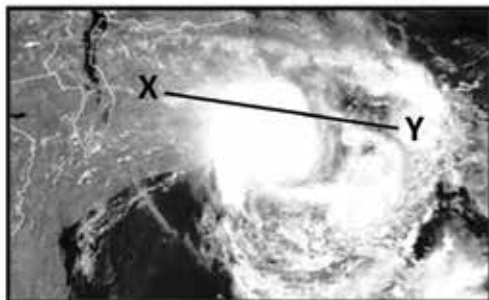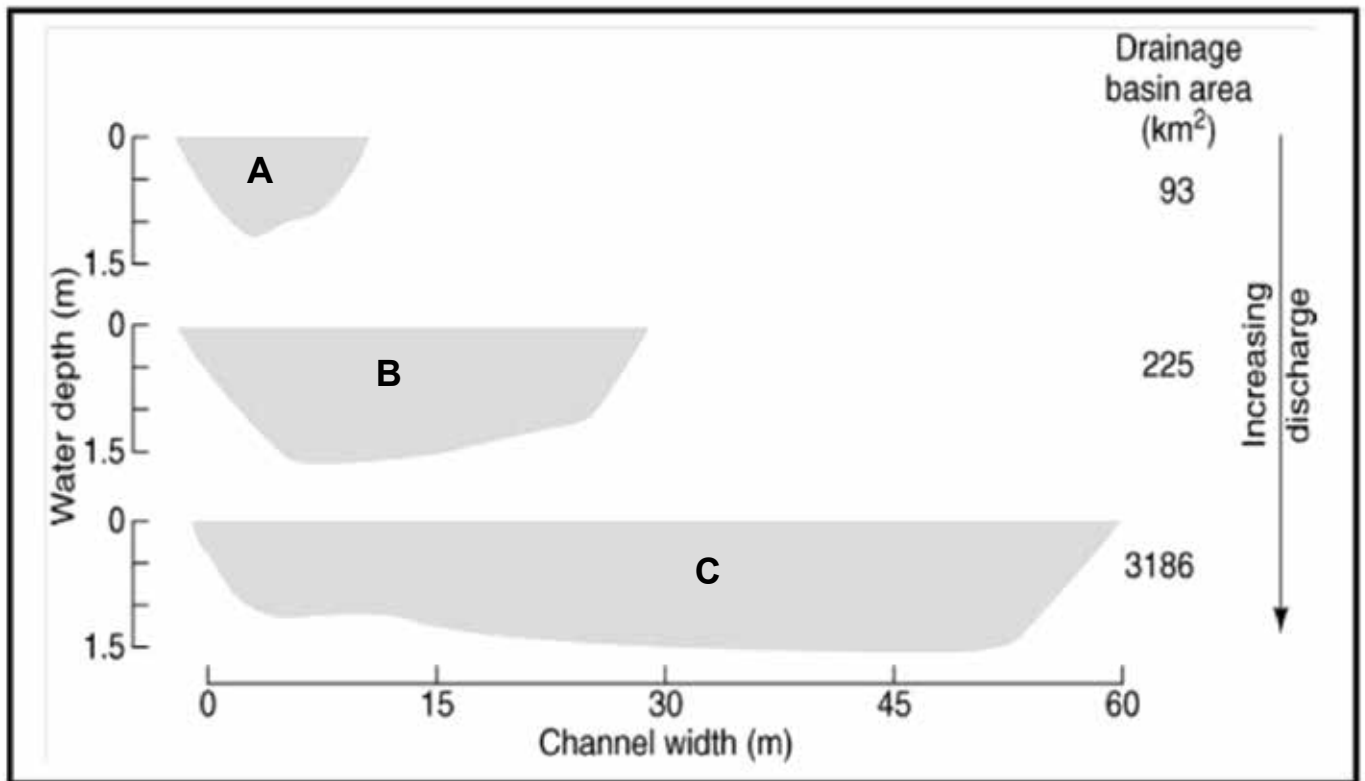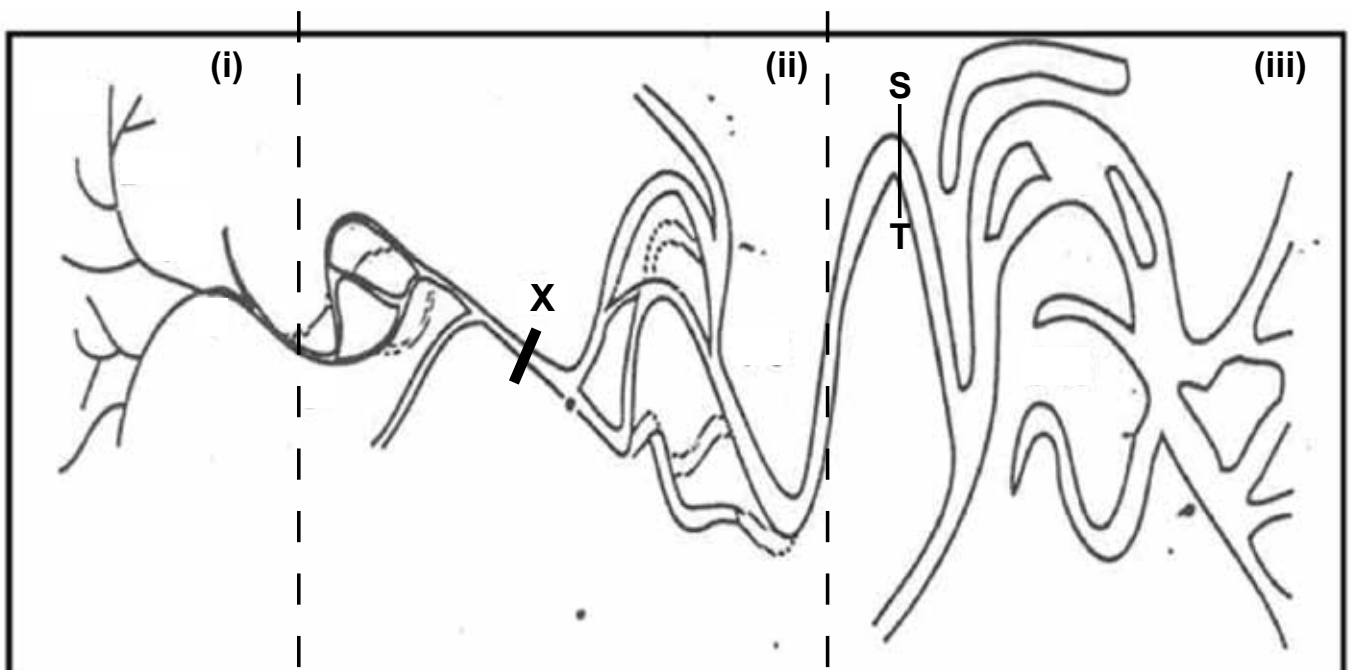**FIGURE 2A: CROSS-SECTIONS OF THE TUGELA RIVER ALONG VARIOUS POINTS**

FIGURE 2B: SCHEMATIC PLAN VIEW OF THE DRAINAGE BASIN OF THE TUGELA RIVER

4.1.2 *Exemplar: Data-handling task 2*

- Curriculum content: People and their needs (gross domestic product, industrial areas, industrial development zones [IDZ])

- Compliant with CAPS.

- May be tested in the NCS and CAPS final external examination.

- One (1) data-handling task must be done.

GRADE 12 SBA (CAPS 2014)

DATA-HANDLING TASK

PEOPLE AND THEIR NEEDS

TIME: 1 hour (60 minutes)
MARKS: 60

QUESTION 1

1.1   Refer to FIGURES 1A and 1B and answer the questions that follow.

      1.1.1   Define the following terms:

          (a)   Gross domestic product   (1 x 2)   (2)

          (b)   Balance of trade   (1 x 2)   (2)

1.2   Identify the largest and the smallest contributor to the South African GDP.   (2 x 2)   (4)

1.3   Use FIGURE 1B to describe the trend of the South African GDP from 2010 to 2012.   (1 x 2)   (2)

1.4   How will the trend mentioned in QUESTION 1.3 affect South Africa's Balance of Trade?   (1 x 2)   (2)

1.5   Which economic activity (primary, secondary or tertiary) in FIGURE 1A accounts for the existing trend mentioned in
      QUESTION 1.3?   (1 x 2)   (2)

1.6   Discuss the relationship between the percentage contributed by agriculture to the South African GDP and food security
      in the country.   (2 x 2)   (4)

1.7   FIGURE 1A indicates that the agricultural sector contributes a very small percentage to the GDP. Write a short paragraph
      (approximately 12 lines) in which you account for the small contribution of the agricultural sector to the South African
      GDP.   (6 x 2)   (12)

[30]

QUESTION 2			
Refer to FIGURE 2 before answering the questions below.			
2.1	Write down the correct names for the industrial areas marked **B** and **D**.	(2 x 2)	(4)
2.2	Identify the largest of the four industrial areas visible in FIGURE 2.	(1 x 2)	(2)

2.3   Explain any TWO factors that have led to the growth and development of the industrial area referred to in QUESTION 2.2.   (2 x 2)   (4)

[10]

QUESTION 3

Refer to FIGURE 3 before answering the questions below.

3.1   What is an IDZ?   (1 x 2)   (2)

3.2   Name the province in which the Coega IDZ is located.   (1 x 2)   (2)

3.3   Briefly describe TWO aims for the development of the Coega IDZ.   (2 x 2)   (4)

3.4   As a manufacturer of heavy earth-moving equipment for sale in Asia, explain what would encourage you to open a factory in the Coega IDZ.   (2 x 2)   (4)

3.5   Suppose you are a South African government official responsible for economic development. State FOUR incentives you would use to attract foreign investors to the Coega IDZ.   (4 x 2)   (8)
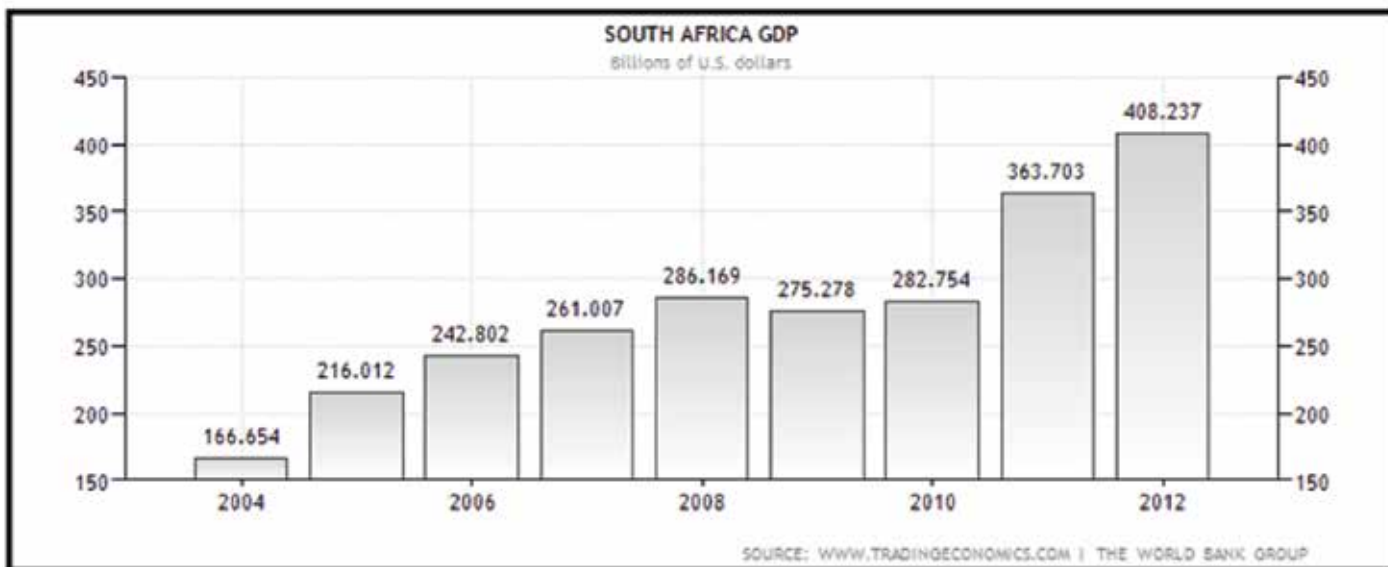
[20]

GRAND TOTAL: 60
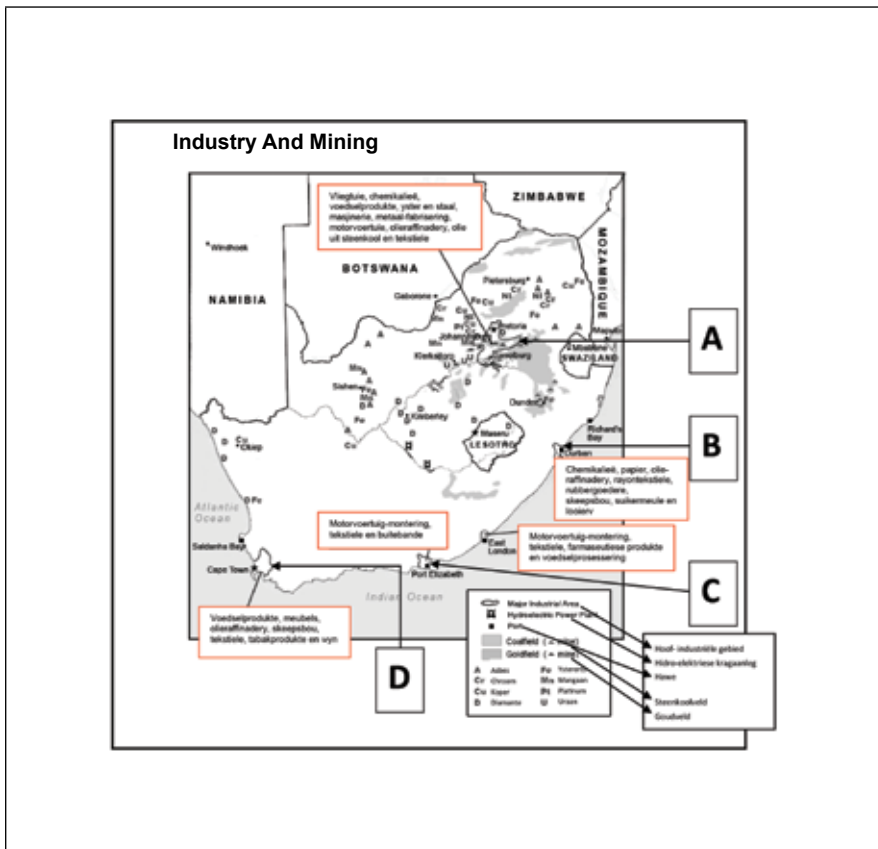
FIGURE 1A: PERCENTAGE CONTRIBUTION OF MAIN SECTORS TO THE GDP
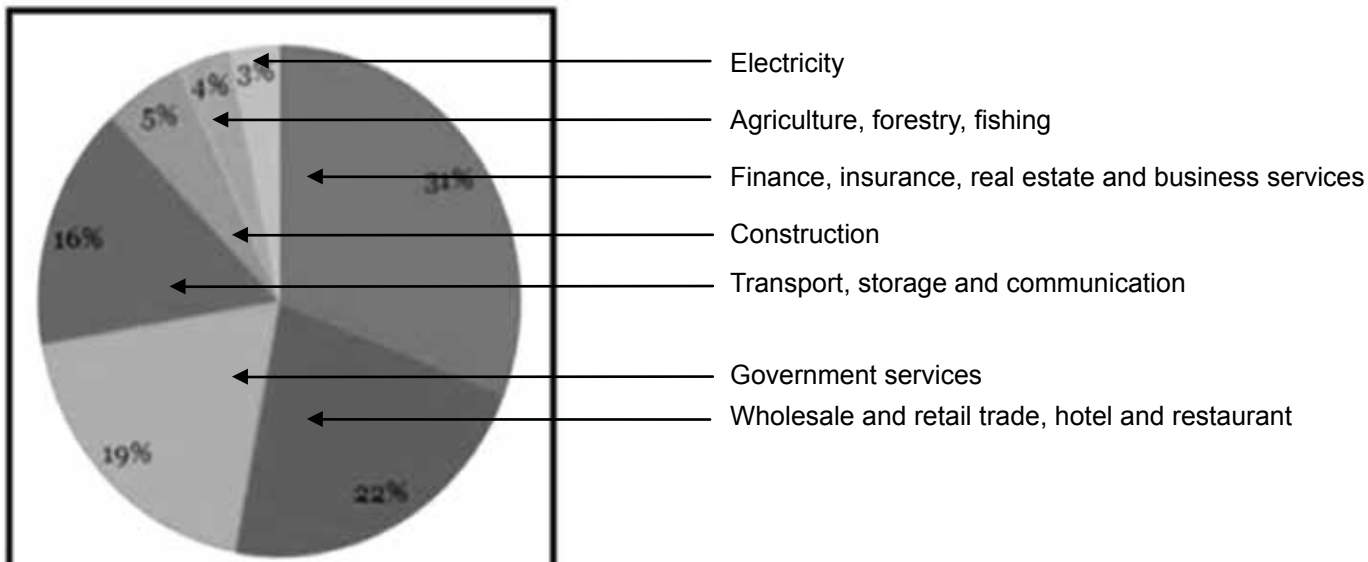
FIGURE 1B: SOUTH AFRICAN GDP

FIGURE 2: INDUSTRY AND MINING IN SOUTH AFRICA

Industry And Mining

FIGURE 3: COEGA IDZ

THE COEGA INDUSTRIAL DEVELOPMENT ZONE

The Coega Development Corporation (CDC) is a state-owned entity formed in 1999. It was mandated to develop and operate the Coega Industrial Development Zone (IDZ), which is located adjacent to the modern deep-water port facility, Port of Ngqura.

The Coega Industrial Development Zone (Coega IDZ), located close to the bustling Nelson Mandela Bay Metropolitan Municipality, is South Africa's foremost investment hotspot for industries with a global perspective.

The Coega Development Corporation strives to improve the delivery of infrastructure in the Eastern Cape by addressing skills shortages, unemployment, constrained planning and project-management capacity as well as under-expenditure.

4.2   Term 3 – Research task

Two examples of typical research tasks are provided below.

4.2.1   *Learner guidelines for conducting research*

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

RESEARCH ACTIVITIES	STEPS	MARKS	LENGTH	TIMEFRAME
Formulate the hypothesis/Problem statement	1	5	50 words No more than	One week
Background information about the study area	2	6	75 to 100 words	
Mapping	3	5	A4 size or smaller	
Data collection	4	6	75 to 100 words	Two weeks
Analysis and synthesis of data	5	15	300 to 450 words	One week
Recommendations and possible solutions	6	6	75 to 100 words	
Conclusion – accept or reject the hypothesis	7	5	50 words No more than	One week
Bibliography	8	4		
Cover page		3		
Presentation		5		
TOTAL		**60**		
Submission	**9**			**Due date**

In choosing a topic for research, isolate topics in specific areas in the Geography CAPS content that you have studied in Grade 12.

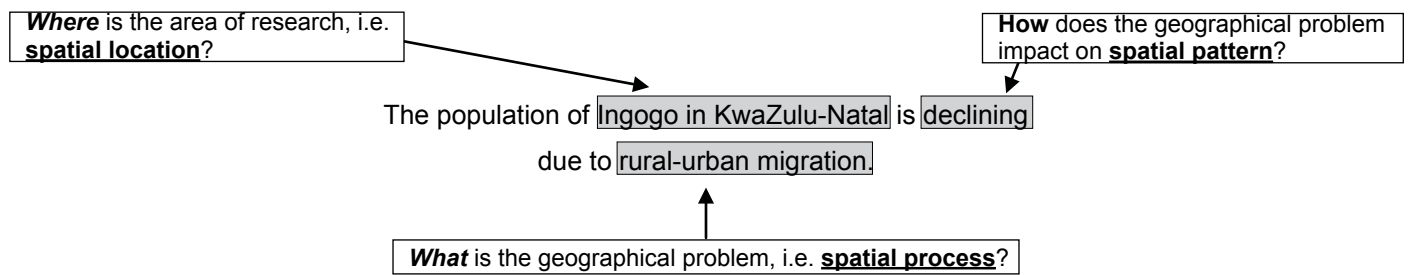### 4.2.2   *Guidelines for research*

Research Task

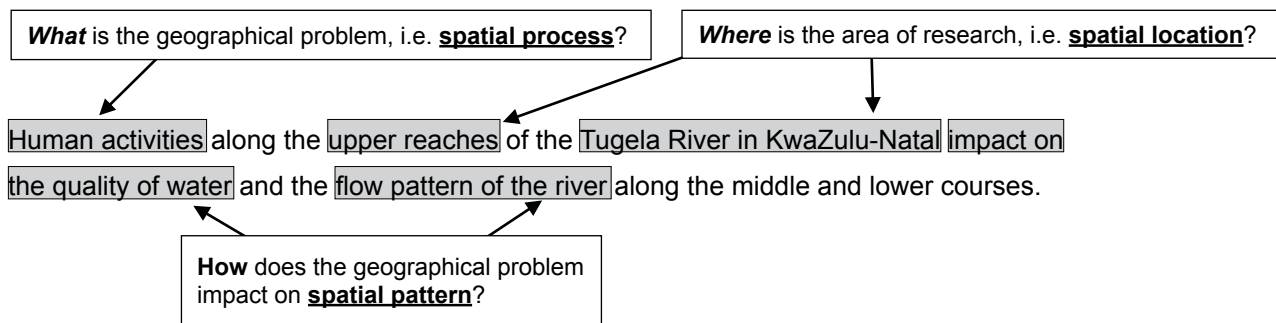Step 1: Formulating a hypothesis/problem statement

As Geographers we seek to understand and explain the interactions amongst humans, and between 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 dependent 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.

A possible hypothesis in Settlement Geography: Rural-urban migration

| *Where* is the area of research, i.e. **spatial location**? | | **How** does the geographical problem impact on **spatial pattern**? |

The population of Ingogo in KwaZulu-Natal is declining
due to rural-urban migration.

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

A possible hypothesis in Geomorphology: Catchment and river management

| *What* is the geographical problem, i.e. **spatial process**? | *Where* is the area of research, i.e. **spatial location**? |

Human activities along the upper reaches of the Tugela River in KwaZulu-Natal impact on
the quality of water and the flow pattern of the river along the middle and lower courses.

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

Other possible hypothesis-type research examples:

- The value of property along north-facing slopes is higher than the value of property along south-facing slopes in Meyersdal, Gauteng (choose local area).

- The cause of rural-urban migration in Ndwedwe, KwaZulu-Natal (choose local area), is the lack of service delivery in the health sector.

- Climate change will impact negatively on grape farming and related industries in the Western Cape.

- The closing down of many primary schools in Lusikisiki (Eastern Cape) (choose a local area) is due to a decline of the population in the age group 7 to 15 years.

- The poor condition of roads (specify the names of the roads) leading to/in Harrismith, Free State (choose local area), is due to the lack of proper planning by the local municipality.

- The impact of building a dam along the Jukskei River in Gauteng (choose local area) upstream of Alexandra will reduce flooding and the subsequent loss of life in Alexandra.

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

- The e-toll system will impact positively on traffic flow to the major urban centres in Gauteng.

- Informal settlements in the Vhembe district of Limpopo have low levels of development due to the lack of provision of basic needs (choose ONE informal settlement in your local area).

- Overcrowding of informal settlements is due to the lack of proper planning by the local government (choose local area).

Step 2: Background information about an area of study

- You must explain where in South Africa the study area is located. (This can be indicated on the 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 in question.

- 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

- Use collected data now to formulate a discussion around the existing geographical problem.

- At this stage you should represent some of the information graphically where necessary, for example graphs and sketches.

- Analyse graphic information during this stage.

Step 6: Recommendations and possible solutions

- You should now make recommendations to solve the geographical problem in question.

- You should present your original and realistic opinions as far as you possibly can.

Step 7: Conclusion – accept or reject the hypothesis

- You should now take a decision to either ACCEPT or REJECT the hypothesis.

- Give reasons for either ACCEPTING or REJECTING the hypothesis.

Step 8: Bibliography

- You must include a comprehensive bibliography.

- List websites in full.

- You must include annexures of questionnaires and interviews conducted.

Step 9: Submission

- You must include graphs, tables, diagrams and pictures where necessary.

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

4.2.3 Compiling a bibliography for a research task

- **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, ˈArticle Titleˈ, page number(s).

Example:

Encyclopaedia Britannica, 1997. Volume 7, ˈGorillasˈ, pp. 50–51.

- **For a magazine:**

Author (last name first), ˈArticle Titleˈ. *Name of Magazine*. Volume number, (Date): page number(s).

Example:

Jordan, Jennifer, ˈFilming at the Top of the Worldˈ. *Museum of Science Magazine*.

Volume 47, No. 1, (Winter 1998): p. 11.

- **For a newspaper:**

Author (last name first), ˈArticle Titleˈ. *Name of Newspaper*. City, state publication. (Date): Edition if available, Section, page number(s).

Example:

Powers, Ann, ˈNew Tune for the Material Girlˈ. *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.

<u>Example</u>:

Smeckleburg, Sweets. Bus driver. 1 April 1996.

- **For a film/documentary:**

Title, Director, Distribution, Year.

<u>Example</u>:

Braveheart, Director Mel Gibson, Icon Productions, 1995.

4.2.4   Proposed cover page for a research task

NAME OF SCHOOL	
NAME OF LEARNER	
SUBJECT	
RESEARCH TOPIC	
CURRICULUM CONTENT	

Design cover suitable for research topic and place here

STATEMENT OF AUTHENTICITY

I hereby declare that ALL pieces of writing contained in this research task are my own original work and that if I made use of any source, I have duly acknowledged it.

Learner's signature: _____ Date: _____

4.2.5 Exemplar: Research task 1

- Curriculum content: Key human-environment interactions in urban areas: People and places – inner-city problems

- Compliant with CAPS.

- May be tested in the CAPS final external examination.

- One (1) research task must be done.

CRIME IN THE INNER CITY

South African cities attract thousands of new residents every year in search of work and a better life. The housing shortage, along with a shortage of housing subsidies, means that for many South Africans there is no alternative but to live in informal housing and shack settlements. The rapid increase in informal settlements around the cities in South Africa has resulted in an increase in crime rates in the inner city.

The inner city is a part of the urban settlement that is found in the commercial zone. Inner city problems are a characteristic of old, established cities. In the case of South Africa, cities like Johannesburg, Pretoria, Cape Town, Durban and Port Elizabeth are good examples of urban settlements that experience problems in the inner city.

Compile your research by completing the activities outlined below.

Step 1: Formulate the hypothesis/problem statement

- Formulate your own hypothesis based on a problem you have identified, for example:

The increasing number of informal settlements (choose localised informal settlement) in and around urban areas in South Africa has resulted in higher crime rates within the inner city due to higher unemployment. (Focus: More people in surrounding informal settlements result in unemployment causing people to turn to crime.)

Step 2: Background information about the study area

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

- Historical background

- Population

- Description of the location of informal settlements in relation to the inner city

- Other relevant statistical information

Step 3: Mapping

- Provide a map showing the position of the informal settlement in relation to the city that you have identified for your research task. (It is easier to choose your local area as an area of study.)

- The map should clearly indicate buffer zones where informal settlements are located.

- The map should include areas of the city that are regarded as crime ˈhotspotsˈ.

- The map must have a clear legend/key.

- The scale of the map must be indicated.

Step 4: Data collection

Collect data using at least THREE methods, for example:

- Questionnaires

- Interviews

- Field trips

- Photographs and maps

- Literature research (newspapers, magazines, books, et cetera)

- Internet research

Step 5: Analysis and synthesis of data

- Analyse the data that you have collected, and formulate a report on your findings. Support your findings with graphs, photos, et cetera.

- Briefly discuss how the existence of informal settlements contributes to crime in the inner city.

- Briefly discuss the contribution of high unemployment rates in the informal settlement to crime in the inner city.

Step 6: Recommendations and solutions

- Provide suitable recommendations and solutions to the problem.

Step 7: Conclusion – accept or reject the hypothesis

- Based on your findings in Step 5, you may either ACCEPT or REJECT the hypothesis.

- Give reasons for your conclusion.

Step 8: Bibliography

- Compile a bibliography for your research. If you have done any Internet research, you must provide the website(s) that you have used in full.

Step 9: Submission

- Collate all your information.

- Include a table of contents.

- Ensure that you include a copy of the questionnaire and/or questions asked in your interviews as annexures.

- Design a suitable cover sheet.

- Submit your research.

4.2.6   Exemplar: Research task 2

- Curriculum content: Physical Geography (fluvial processes)

- Compliant with CAPS.

- May be tested in the CAPS final external examination.

- One (1) research task must be done.

THE IMPACT OF HUMAN ACTIVITIES ON RIVERS

Rivers obtain water from surface run-off and ground water of their drainage basins. Activities taking place in the drainage basin affect the quality of water in the river.

Humans impact on rivers in many ways. The flow of harmful substances produced by humans causes many kinds of changes in rivers and aquatic environments. Often human actions also change the river flow or the shape of the river bed.

When humans settle in a river's catchment area, they often change the land surface and even the river itself. These changes can impact on the drainage basin in different ways. The amount of water reaching the river may be considerably reduced. River response times may be modified, for example storm water may reach the river faster than before.

Choose a river close to your school or where you live as an area of study, and conduct your research by following the steps outlined below.

Step 1: Formulate the hypothesis/problem statement

- Formulate your own hypothesis based on a problem you have identified, for example:

Human activities impact negatively on the quality of water and the flow pattern in the upper reaches/course of the Blood River in Limpopo.

Step 2: Background information about the river under study

- Describe the provincial location of the river.

- Climate – particularly the amount of rainfall that is received.

- Vegetation

- Relief and topography

- Underlying rock structure

- Specify the river type, for example permanent, periodic.

- Describe the river stage (youth, mature or old age) at your study area.

Step 3: Mapping

- Provide a map showing the river being studied and the adjacent settlements.

- Create a clear buffer zone at the part of the river that is being studied.

- The map should have a clear key/legend.

- Indicate the scale of the map.

Step 4: Data collection

Collect data using at least THREE methods, for example:

- Questionnaires

- Interviews

- Field trips

- Photographs and maps

- Literature research (newspapers, magazines, books, et cetera)

- Internet research

Step 5: Analysis and synthesis of data

- Analyse the data that you have collected, and formulate a report on your findings. Support your findings with graphs, photos, et cetera.

- Use the above sets of data collected to determine the extent to which the river is affected by human activities.

- Explain in detail how the identified human activities impact on the quality of water and the flow pattern of the river.

Step 6: Recommendations and solutions

- In your opinion as a researcher, what would be the possible solution(s) to the negative impact caused by human activities in the river?

- Make long-term recommendations to the government department(s) leading to legislature to protect the river.

Step 7: Conclusion – accept or reject the hypothesis

- Based on your findings in Step 5, you may either ACCEPT or REJECT the hypothesis.

- Give reasons for your conclusion.

Step 8: Bibliography

- Compile a bibliography for your research. If you have done any Internet research, you must provide the website(s) that you have used in full.

Step 9: Submission

- Collate all your information.

- Include a table of contents.

- Ensure that you include a copy of the questionnaire and/or questions asked in your interviews as annexures.

- Design a suitable cover sheet.

- Submit your research.

4.2.7 Proposed marking rubric for a research task

NAME OF LEARNER: _____ **GRADE:** _____

CURRICULUM TOPIC: _____

RESEARCH TOPIC: _____

MARK	1	2–3	4–5			Educator Mark	Moderator Mark
Step 1 Formulation of hypothesis/ problem statement	Learner has not understood the formulation of a hypothesis/ problem statement and has merely stated a topic.	Learner has formulated a hypothesis/problem statement for a research topic and is specific about an area, but not about a geographical problem or impact of the problem.	Learner has formulated a hypothesis/problem statement that accurately describes a specific geographical problem and its impact in a specific area.	████████			
MARK	1	2–3	3–4	5–6		Educator Mark	Moderator Mark
Step 2 Background information	Unable to give a description or background information of the area being studied.	Some description of an area is provided with limited background information given.	Relevant description of an area of study with most of the background information provided.	Learner has fully described the study area and has provided the appropriate background information.			
MARK	1	2	3	4	5	Educator Mark	Moderator Mark
Step 3 Mapping	Irrelevant map included with no information.	Relevant map of area included with limited information and no legend.	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	2–3	4–5	6		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 describe the hypothesis.			
MARK	1–3	4–6	7–9	10–12	13–15	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.	The learner is able to identify some of the problems from the sources but shows limited understanding of interpretation and effects.	The learner is able to identify and interpret the sources in most cases, but shows limited ability to show the effects.	The learner is able to identify the problems and interpret all the sources and is able to show some insight into the effects.	The learner is able to identify the problems and interpret all the sources and is able to provide clear insight into the effects.		
MARK	1	2–3	4–5	6		Educator Mark	Moderator Mark
Step 6 Recommendations and solutions	The learner is unable to provide relevant recommendations and solutions to the problem.	The learner could only provide some recommendations and solutions to the problem.	The learner is able to provide most of the recommendations and solutions to the problem.	The learner provides clear insight into all relevant recommendations and possible solutions to the problem.			
MARK	0	1–3	4–5			Educator Mark	Moderator Mark
Step 7 Conclusion	No conclusion provided.	Conclusion provided but the learner does not accept or reject the hypothesis/ problem statement.	Conclusion provided with an acceptance or rejection of the hypothesis/problem statement.				
MARK	0	1–3	4			Educator Mark	Moderator Mark
Step 8 Bibliography	No bibliography provided.	Bibliography provided is incomplete.	Bibliography provided is correct.				
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.				

MARK	1–2	3-4	5			Educator Mark	Moderator Mark
Step 10 Presentation	The research information is not set out well. Bibliography incorrect or not included. No cover page designed.	The research is set out well. Steps have been followed adequately. Bibliography is provided but not set out correctly. Cover page has been designed.	The research is logically set out. All steps have been followed correctly. Bibliography is provided and set out correctly. Cover page has been designed and suits the research topic.				
						Educator Mark	**Moderator Mark**
					TOTAL: 60		
					SBA MARK: 60 ÷ 3 = 20		

EDUCATOR NAME: _____**DATE OF ASSESSMENT:** _____

MODERATOR NAME: _____**DATE OF MODERATION:** _____

5. CONCLUSION

This document provides you with a framework to develop your own research task. It also provides you with a framework of expectancy for data-handling tasks. The framework for data-handling tasks can also be used to prepare for external examinations where data-handling-type questions can be asked.

A clear guideline has been developed on how to conduct research. This guideline can be applied to any topic within the CAPS in which you wish to conduct research. The marking rubric that has been included will also provide you with a clear guide on the time that should be spent on the various phases of doing research.

The high standard of these tasks will provide a platform for you to develop skills such as research, interpretation of resources, integration of resources and graphs, all skills required for the final external Geography examination. These are also skills that can be put to use at a later stage in your life.

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