Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

GEOGRAPHY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 8 pages.

SECTION A: CLIMATE AND WEATHER AND GEOMORPHOLOGY

QUESTION 1: CLIMATE AND WEATHER

1.1	1.1.1	A (1)		
	1.1.2	C (1)		
	1.1.3	B (1)		
	1.1.4	A (1)		
	1.1.5	C (1)		
	1.1.6	C (1)		
	1.1.7	A (1)		
	1.1.8	D (1)	(8 x 1)	(8)
1.2	1.2.1	Y (1)		
	1.2.2	Y (1)		
	1.2.3	Y (1)		
	1.2.4	X (1)		
	1.2.5	X (1)		
	1.2.6	Y (1)		
	1.2.7	Y (1)	(7 x 1)	(7)
1.3	1.3.1	9/nine (1)	(1 x 1)	(1)
	1.3.2	From 10 March, Jude moved westwards (1) On 11 March, Jude moved southwards (1) then, from the 12 March to 13 March Jude moved South Easterly (1) **[ANY TWO]**	(2 x 1)	(2)
	1.3.3	10 March 2025 (2)	(1 x 2)	(2)
	1.3.4	Flooding (2) Buildings collapsed/submerged (2) Telephone lines twisted (2) **[ANY TWO]**	(2 x 2)	(4)
	1.3.5	Strong winds caused storm surge / rapid rise in sea level (2) Strong winds result in rise in sea level that led to flooding (2) Storm surges may cause extensive erosion along the coast (2) Lack of clean water (2) Destructive winds destroy ecosystem and biodiversity (2) Strong winds may uproot trees (2) Strong winds may throw loose debris to the atmosphere (2) **[ANY THREE]**	(3 x 2)	(6)

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1.4	1.4.1	The leading edge of advancing cold air (2) **[CONCEPT]**	(1 x 2)	(2)
	1.4.2	Cover crops with protective materials (1) Use windbreaks (1) Provide adequate shelter for livestock (1)	(3 x 1)	(3)
	1.4.3	Decrease in temperature (2) Atmospheric pressure decreases (but increases with cold sector) (2) Cloud cover increases / cumulonimbus clouds form (2) More precipitation / heavy rain / snow / hail / thunderstorms (2) Humidity decreases (2) Wind direction changes (backs northwest to southwest) (2) Increase in wind speed / sudden gusty winds (2) **[ANY ONE]**	(1 x 2)	(2)
	1.4.4	Extreme cold weather damage crops (2) Gale-force winds/strong winds damage crops (2) Heavy rain cause floods that is negative for crops (2) Hail damage crops (2) Quality of crops is compromised due to cold temperatures (2) Cold temperatures can weaken plants making them more vulnerable to diseases (2) **[ANY FOUR]**	(4 x 2)	(8)
1.5	1.5.1	Katabatic wind (1)	(1 x 1)	(1)
	1.5.2	Terrestrial radiation results in the cooling of the surface (2) Cold surface of the valley slopes is required to cool down air that forms a cold, downslope wind at night (2) Cool air at the surface gets heavy/dense and rolls down the slope under gravity (2) **[ANY ONE]**	(1 x 2)	(2)
	1.5.3	Cold air becomes dense and sinks (1) Pressure differences at crest and valley floor (1) **[ANY ONE]**	(1 x 1)	(1)
	1.5.4	Temperature inversion (1)	(1 x 1)	(1)
	1.5.5	Low-lying area where cold air accumulates, leading to a higher risk of frost compared to the surrounding areas (2)	(1 x 2)	(2)
	1.5.6	On a dry, clear and cold night (2) On the valley floor as a result of temperature inversion (2) Cold air drains down valley slopes (2) Dew point temperature is below the freezing point, water condenses to ice crystals (2)	(4 x 2)	(8)
				[60]

QUESTION 2: GEOMORPHOLOGY

2.1 2.1.1 B (1)

2.1.2 A (1)

2.1.3 A (1)

2.1.4 C (1)

2.1.5 D (1)

2.1.6 D (1)

2.1.7 A (1)

2.1.8 A (1) (8 x 1) (8)

2.2 2.2.1. A (1)

2.2.2 C (1)

2.2.3 A (1)

2.2.4 C (1)

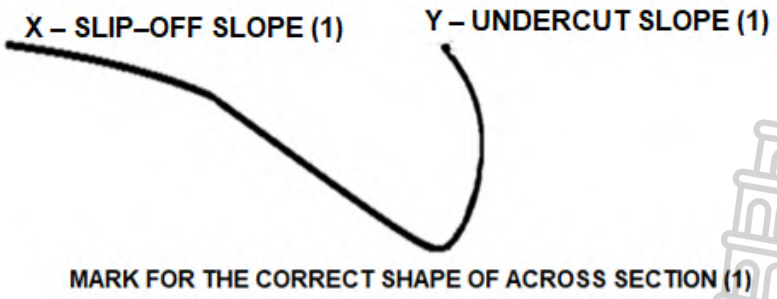
2.2.5 C (1)

2.2.6 B (1)

2.2.7 B (1) (7 x 1) (7)

2.3 2.3.1 The distinct curve/loop in the course of a river channel (2)
[CONCEPT] (1 x 2) (2)

2.3.2



MARK FOR THE CORRECT SHAPE OF ACROSS SECTION (1)

(3 x 1) (3)

2.3.3 **Slip-off slope** has a convex slope (2)
The slope is gentle (2)
Water flows slowly on the inner bank (2)
More deposition occurs (2)
Undercut slope has a concave slope (2)
The slope is steep (2)
Water flows fast in the outer bank (2)
There is more erosion (2)
[ANY TWO] (3 x 2) (6)

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2.3.4 In the middle course, the river has more energy and a higher volume of water as a result of tributaries joining (2)
Lateral erosion starts to widen the river channel (2)
As the river erodes laterally, it forms large bends and horse shoe like loops called meanders (2)
[ANY THREE] (2 x 2) (4)

2.4 2.4.1 Ungraded (1) (1 x 1) (1)

2.4.2 Lake (2) (1 x 2) (2)

2.4.3 **Permanent base level** has a fixed point (2)
There is ultimate limit of erosion (2)
Temporary base level can change due to local factors (2)
Can exist along the rivers (2)
[ANY TWO] (2 x 2) (4)

2.4.4 **In the upper course** downward erosion takes place causing a steep valley slope (2)
Headward erosion removes temporary base level of erosion/ accept example, e.g. water falls (2)
Rapids are removed by downward erosion (2)
In the middle course the stream carrying capacity increases (2)
Obstacles such as lakes are filled with river load (2)
Lateral erosion dominates (2)
In the lower course more deposition takes place (2)
The slope is gentler (2)
River profile will develop a concave (2)
Balance between erosion and deposition will result in a graded profile (2) (4 x 2) (8)

2.5 2.5.1 Using river resources in a sustainable way so that it will be available for future generations
[CONCEPT] (1 x 2) (2)

2.5.2 Mining activities (1)
Industrial activities (1)
Power generation (1)
Agricultural use of water (1)
[ANY ONE] (1 x 1) (1)

2.5.3 **In mining** mines produce waist that increases minerals and salt content of the rivers (2)
Acid levels in water increases due to acid mine drainage (2)
Industries use water to cool machinery raising the temperature of water (2)
Industrial waste pollute rivers (2)
Power generation pollute water sources (2)
Agricultural use of water – chemicals used are washed away by surface run-off and deposited into the rivers (2)
Eutrophication occurs (2)
Algae bloom (2)
[ANY ONE] (1 x 2) (2)

2.5.4 Serves as a source of water for wild life (2)
Serves a habitat for the diverse wild life (2)
Play a role in the ecosystem/biodiversity (2)
Offers opportunities to tourists to explore the parks through leisure activities, accept examples such as, fishing/boat rides (2)
[ANY TWO] (2 x 2) (4)

2.5.5 Educate public/awareness campaigns on water conservation (2)
Educate farmers on sustainable farming methods (2)
Wetlands must be conserved (2)
Fines to be imposed (2)
Create buffer zones close to rivers (2)
Frequent testing of water quality (2)
Legislations to prevent dumping (2)
Encourage afforestation (2)
[ANY THREE] (3 x 2) (6)
[60]

TOTAL SECTION A: 120

SECTION B

QUESTION 3: GEOGRAPHICAL SKILLS AND TECHNIQUES

3.1 MAP SKILLS AND CALCULATIONS

3.1.1 B (1) (1 x 1) (1)

3.1.2 C (1) (1 x 1) (1)

3.1.3 D (1) (1 x 1) (1)

3.1.4 188° (2) (1 x 2) (2)

3.1.5 VI = 731,5 m – 645 m = 86,5 m (1)
HE = 4,1 cm x 100 = 410 m (1)
$\frac{86,5}{410}$ (1)

G = 1 : 4,71 (1) (4 x 1) (4)

3.1.6 For every 4,71 metres you walk horizontally you rise by 1 metre (1)
(1 x 1) (1)

3.2 MAP INTERPRETATION

3.2.1 Availability of non-perennial rivers (1)
Availability of non-perennial water (1)
Numerous reservoirs (1)
Availability of furrow (1)
[ANY TWO] (2 x 1) (2)

3.2.2 3rd stream order (1 x 2) (2)

3.2.3 Area **J** has a 3rd stream order whereas area **I** has a 2nd stream order (2)
The higher the stream order, the bigger the drainage basin (2)
More tributaries in area **J** than in area **I** (2)
[ANY ONE] (1 x 2) (2)

3.2.4 Parallel drainage pattern (1) (1 x 1) (1)

3.2.5 The steams flow in the same direction (2)
The flow of rivers is fast and straight (2)
Main river and tributaries flow parallel to each other (2)
[ANY TWO] (2 x 2) (4)

3.2.6 confluence (1) (1 x 1) (1)

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3.3 GEOGRAPHICAL INFORMATION SYSTEMS (GIS)

3.3.1 Demarcate an area around or along a feature (2)
[CONCEPT] (1 x 2) (2)

3.3.2 Row of trees (1)
Recreational ground (1)
Golf course (1)
[ANY TWO] (2 x 1) (2)

3.3.3 Sewerage works (1)
Chemicals from farms (1) (2 x 1) (2)

3.3.4 Helps catchment managers to identify pollution sources (2)
Queries may be asked to determine the location and number of farms, factories and mines in the catchment areas (2)
Implementing effective management strategies (2)
Discourage wasteful forms of irrigation (2)
[ANY ONE] (1 x 2) (2)
[30]

TOTAL SECTION B: 30
GRAND TOTAL: 150

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