education

Department of Education
FREE STATE PROVINCE

# GEOGRAPHY

# TEST ONE

# GRADE:12

# MARCH 2026

# MARKING GUIDELINE

**QUESTION 1**

1.1

1.1.1 anabatic

1.1.2 radiation fog

1.1.3 thermal belt

1.1.4 Temperature inversion

1.1.5 katabatic wind

1.1.6 slope aspect

1.1.7 frost pocket




(7x1)

(7)

1.2 1.2.1 Z (Dendritic)

1.2.2 Y (Trellis)

1.2.3 Z (Radial)




1.2.4 Y (Trellis)

1.2.5 Z (Centripetal)

1.2.6 Z (Rectangular)

1.2.7 Z (Deranged)

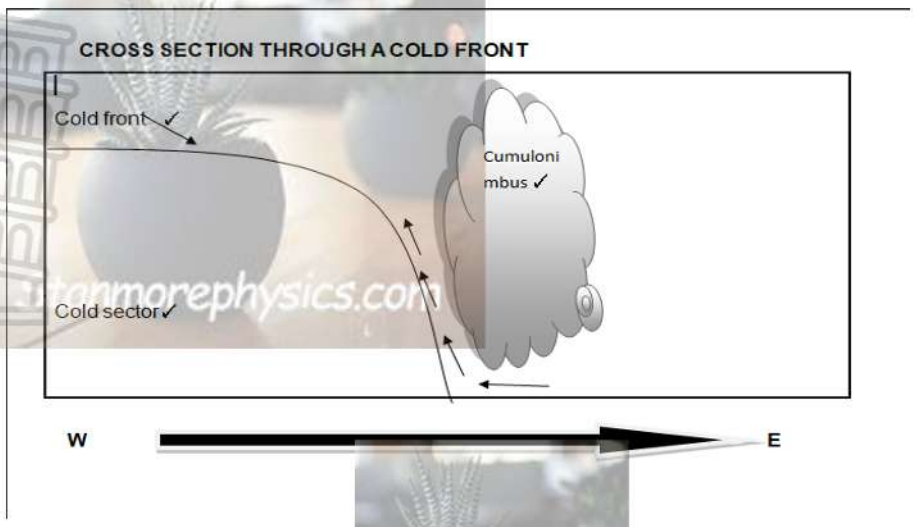
1.2.8 Y (Parallel)

Downloaded from Stanmorephy

1.3.1 Winter (1x1) (1)

1.3.2 Shift of the pressure belts northwards (1x2) (2)
Apparent movement of the sun. (ANY ONE)

1.3.3 (4x1) (4)




1.3.4 The SIHP blocks the eastward movement of midlatitude cyclones. (1x2) (2)
Changes the direction of movement southwards
**(Any one)**

1.3.5 The cold air mass is denser; the cold front accelerates and moves more quickly around the cyclone than the warm front. (3x2) (6)
The cold front catches up to the warm front.
The warm air is forced upward because cold air undercuts it.
The warm air becomes cut off from the surface, forming an occluded front.
[ANY THREE]

1.4

14.1 26/27 March

1.4.2 **Eye:** Calm, clear, sinking air, with light or no wind.
**Eyewall:** area that surrounds the eye and contains the strongest winds, heaviest rain, and most intense convection.

1.4.3 Warm oceans are necessary for tropical cyclone formation because:

They supply abundant moisture and heat through evaporation.
They enable deep convection—rising warm air that forms storm clouds.
They provide latent heat during condensation, the cyclone's main energy source.
They maintain the warm core and low pressure that define a cyclone.
They sustain the positive energy feedback loop essential for intensification.
(ANY One)

1.4.4 Ensure that there is disaster management plan (2)
Monitor the path of the cyclone and its development (2)
Using remote sensors on satellite to track the cyclone (2)
Early warning and communication for people to prepare (2)

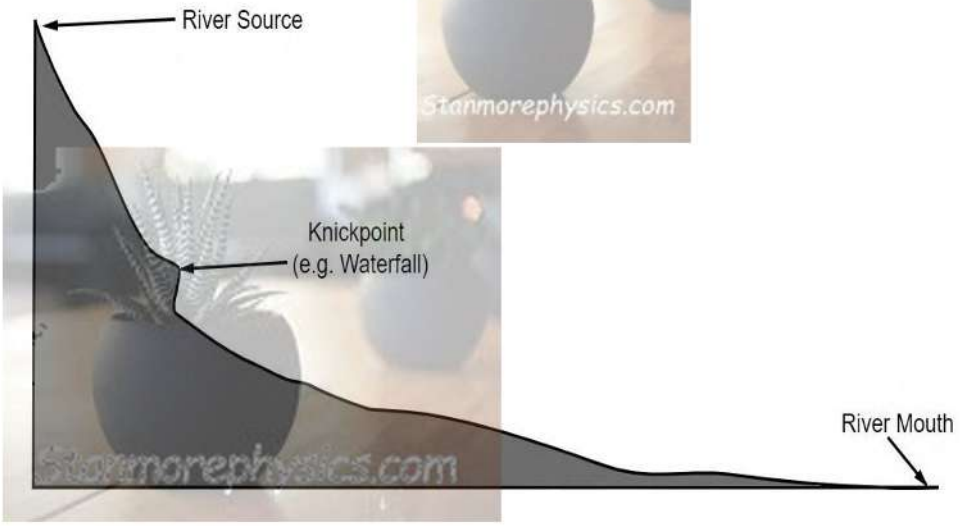
Prepare evacuation plans (2)
Upgrade technology
Satellite sensors to collect details, e.g. Rainfall rates (2)
Awareness campaigns? Education (2)
Advance weather predictions and warnings
Build strong shelters where people can gather before the storm arrives (2
Ensure that infrastructure is of good quality (2)
Stock up on non-perishable food, bottled water, torches, medication (2)
Evacuate low-lying areas to protect people from floods (2)

[15]

1.5.1 Lowest level to which a river can erode the landmass. [CONCEPT] (1 x 2) (2)

1.5.2. Dam (1 x 1) (1)

1.5.3 (4 x 1) (4)




**TO**

Shape (1)

Labels (3)

1.5.4 The profile shows ungraded river profile (1 x 2) (2)

1.5.5 Head-ward erosion in the upper course removes knickpoints such as waterfalls (2)

Rapids are removed by downward erosion. (2)

The stream carrying capacity increases in the middle course, obstruction such as lakes are filled with river load, more lateral erosion. (2)

In the lower course more depositions take place because the gradient is gentler, resulting in gradual gradient. (2) (6)

(3X2) **[15]**

[ANY THREE]