basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

# NATIONAL SENIOR CERTIFICATE

## GRADE 12

## GEOGRAPHY P1

## NOVEMBER 2025

## MARKING GUIDELINES

**MARKS: 150**

**These marking guidelines consist of 12 pages.**

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**PRINCIPLES FOR MARKING GEOGRAPHY- NSC NOVEMBER 2025 AND SC/NSC JUNE 2026**

The following marking principles have been developed to standardise marking in all provinces.

**MARKING**

- ALL questions MUST be marked, irrespective of whether it is correct or incorrect
- Where the maximum marks have been allocated for a particular question, place an **M** over the remainder of the text to indicate the maximum marks have been achieved.
- Where a correct fact has been mentioned more than once in a specific response **R**
- A clear, neat tick must be used: ✓
  - If ONE mark is allocated, ONE tick must be used: ✓
  - If TWO marks are allocated, TWO ticks must be used: ✓✓
  - The tick must be placed at the FACT that a mark is being allocated for
  - Ticks must be kept SMALL, as various layers of moderation may take place
- Incorrect answers must be marked with a clear, neat cross: ✗
  - Use MORE than one cross across a paragraph/discussion style questions to indicate that all facts have been considered
  - Do NOT draw a line through an incorrect answer
  - Do NOT underline the incorrect facts

For the following action words, ONE-word answers are acceptable: **list**, **name**, **state**, **identify**
For the following action words, a FULL sentence must be written: **describe**, **explain**, **evaluate**, **analyse**, **suggest**, **differentiate**, **distinguish**, **define**, **discuss**, **why**, **how**
The following action words need to be read within its context to determine whether a ONE-word answer or FULL sentence is required: **provide**, **what**, **tabulate** and **give**

**NOTE THE FOLLOWING**

- If the numbering is incorrect or left out, as long as the sequence of answers to questions is followed candidates can be credited
- Spelling errors if recognisable, award the marks provided the meaning is correct.
- Be sensitive to the sense of an answer, which may be stated in a different way
- In questions where a letter is the accepted response, but the learner writes the actual answer- award marks.
- There will be additional guidelines for the marking of certain questions.

**TOTALLING AND TRANSFERRING OF MARKS**

- Each sub-question must be totalled
  - Questions in Section A have five sub-sections, therefore five sub-totals per question required. Section B has three sub-sections and three sub-totals.
  - Sub-section totals to be written in the right-hand margin at the end of the sub-section and underlined
  - Sub-totals must be written legibly
  - Leave room to write in moderated marks on different levels
- Total sub-totals and transfer total to top left-hand margin next to question number
- Transfer total to cover of answer book

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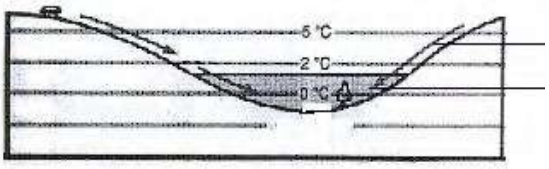
## QUESTION 1

1.1.1 A (South Atlantic High) (1) ✓
1.1.2 B (Kalahari High) (1) ✓
1.1.3 B (South Indian) (1) ✗ **2**

1.2.1 Melting snow ✓
1.2.2 Mouth ✗
1.2.3 Third order ✓ **2**

1.3.1 Katabatic ✗
1.3.2 **1** occurs during the day while **2** occurs at night ✓✓

1.3.3 Cold air rolls down ✓ into the valley ✓ and forms an inversion




Air flows downslope ✓✓ **6**

1.4.1 Shape of front concave ✗
Steep gradient of front ✓

1.4.2 Warm air undercuts the cold air ✗

1.4.3 Air behind the cold front is colder ✓✓ than the air in front. Cold air moves faster than ✓✓ warm air ahead of it. Cold front catches up with the warm ✓✓ front. **7**

1.5.1 (a) A river that only flows all year round ✗

(b) The river channel is wide ✗

(c) Regularity ✓✓ of rainfall and the soil type ✓✓ over which the streams flow. Rainfall occurs regularly **R** ✓ ✗

1.5.2 Gauteng and the Eastern Cape

1.5.3 The cost of food production will increase at it is costly to buy purified water. Farmers will have to buy more chemicals ✓✓ to purify water. Chemicals cost a lot and this ✓✓ will increase production costs. It will be costly to purify water ✓✓ for use in electricity generation. These costs will be included in electricity prices. Costs will increase the price of electricity during production. There will be less clean water to generate hydro-electricity. M **13**

## SECTION A: CLIMATE AND WEATHER AND GEOMORPHOLOGY

## QUESTION 1: CLIMATE AND WEATHER

| | | | | |
|---|---|---|---|---|
| 1.1 | 1.1.1 | Z (1) | | |
| | 1.1.2 | Z (1) | | |
| | 1.1.3 | Y (1) | | |
| | 1.1.4 | Y (1) | | |
| | 1.1.5 | Z (1) | | |
| | 1.1.6 | Y (1) | | |
| | 1.1.7 | Y (1) | | |
| | 1.1.8 | Z (1) | (8 x 1) | (8) |
| 1.2 | 1.2.1 | D (1) | | |
| | 1.2.2 | C (1) | | |
| | 1.2.3 | C (1) | | |
| | 1.2.4 | B (1) | | |
| | 1.2.5 | A (1) | | |
| | 1.2.6 | C (1) | | |
| | 1.2.7 | D (1) | (7 x 1) | (7) |

1.3 1.3.1 Polar front (1) (1 x 1) (1)

1.3.2 Give ONE reason why the boundary forms a wave

Atmospheric instability (1)
Frictional drag (1)
Jet streams (1)
Orographic features (accept examples) (1)
Temperature differences (1)
Windspeed differences (1)
**[ANY ONE]** (1 x 1) (1)

1.3.3 Stage

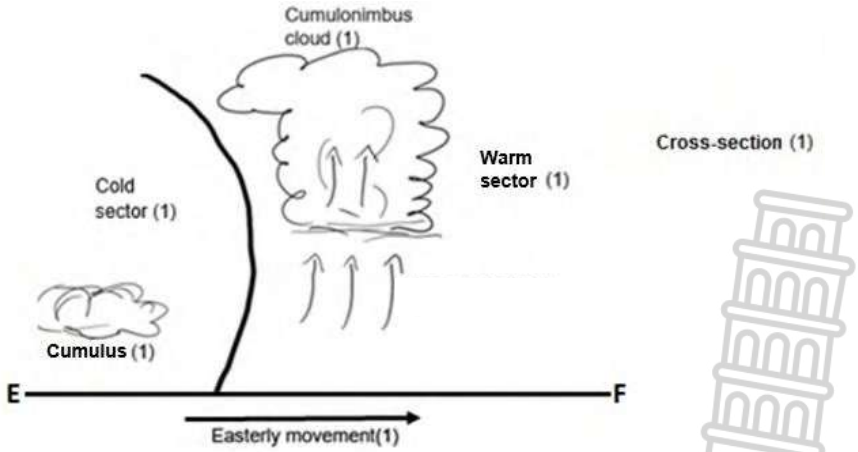
Mature stage (1) (1 x 1) (1)

1.3.4 Explain how the weather conditions developed in C and D F+Q

Steep pressure gradient results in gale force/strong winds (2)
Strong updraughts/rapid upliftment results in (cumulonimbus clouds) heavy rainfall (2)
Air behind the cold front undercuts the warm air ahead of it gives rise to (cumulonimbus clouds) and heavy rainfall (2)
**[ANY TWO- MUST MENTION GALE FORCE/STRONG WINDS AND HEAVY RAINFALL]** (2 x 2) (4)

**INSTRUCTIONS FOR PART MARKING**
Steep pressure gradient (1)
Strong updraughts/rapid upliftment (1)
Air behind the cold front undercuts the warm air (1)
**[ANY ONE- MAXIMUM ONE MARK]**

1.3.5 Cross-section from E-F




Marks will be allocated for:
Correct cross-section drawing (1)
Direction of movement of system (1)
One type of cloud (Cb /Cu) (1)
One sector (1) (4 x 1) (4)

1.3.6 Explain how the difference in temperature of the air masses formed a cold front occlusion Process

The air behind the cold front is colder than the air in front of the warm front (2)
The cold air behind the cold front undercuts the warmer air in front of the warm front (2)
The warmer (less dense air) is uplifted over the colder (denser) air (2) (2 x 2) (4)

**INSTRUCTIONS FOR PART MARKING**
The air behind the cold front is colder (1)
The cold air behind the cold front undercuts(1)
The warmer (less dense) air is uplifted (1)
**[MAXIMUM TWO MARKS]**

1.4 1.4.1 Immature stage (1) (1 x 1) (1)

1.4.2 TWO reasons in fact file

The pressure in the centre is 996 hPa (1)
Wind speed is 75 km/h (1)
(Accept: it has been given a name) (1)
**[ANY TWO]** (2 x 1) (2)

1.4.3 Explain why the TC developed between 5°-20 S° F+Q

Coriolis force is present within these latitudes resulting in deflection (2)
High temperatures/warm oceans promote high evaporation rate (2)
Latent heat released during condensation (2)
High evaporation rate will lead to intense low pressure (2)
**[ANY TWO]** (2 x 2) (4)

**INSTRUCTIONS FOR PART MARKING**
Coriolis force is present (1)
High temperatures/warm oceans (1)
Latent heat (1)
High evaporation rate (1)
**[MAXIMUM TWO MARKS]**

1.4.4 Describe the weather conditions associated with the forward left-hand quadrant

Hurricane force/strength /very strong destructive/ winds (2)
Torrential rainfall/heavy rainfall/thunderstorms (2)
Hailstorms (2)
Lightning (2)
**[ANY TWO]** (2 x 2) (4)

1.4.5 Explain why the TC intensified from 8-13 Jan F+O

It moved from land/Madagascar to the warmer waters (Mozambique channel) resulting in increased evaporation/latent heat (2)
Less frictional drag over the ocean increases the wind speed (2)
(Central) pressure dropped (996 hPa to-976 hPa) due to warmer ocean (2)
**[ANY TWO]** (2 x 2) (4)

**INSTRUCTIONS FOR PART MARKING**
It moved from land/Madagascar to the warmer waters (1)
Less frictional drag over the ocean (1)
(Central) pressure dropped (996 hPa to-976 hPa) (1)
**[MAXIMUM TWO MARKS]**

1.5 1.5.1 East London (1)
Durban (1)
**[ANY ONE]** (1 x 1) (1)

1.5.2 Give evidence to support 1.5.1

Large temperature range (2)
High air temperatures/Air temperature of 34 °C/27 °C (2)
Low humidity/dry air/clear sky (2)
(Accept- presence of Kalahari HP and coastal LP) (2)
**[ANY ONE]** (1 x 2) (2)

1.5.3 Explain the processes that lead to berg winds to be warm and dry

**TEMPERATURE**
The air descends (from the interior) down the escarpment (2)
The air is heated adiabatically (1 °C/100 m) (2
**[ANY ONE]**

**MOISTURE**
Moisture is evaporated as air descends (from the interior to the coast) (2)
**[MUST INCLUDE TEMPERATURE AND MOISTURE]** (2 x 2) (4)

1.5.4 Paragraph Suggest sustainable strategies to reduce the negative impact of veld fires

Create firebreaks/buffer zone (accept examples) (2)
Build water storage facilities (accept examples) (2)
Educate community about strategies they could implement (accept examples) (2)
Make emergency services accessible (accept examples) (2)
Access to fire-fighting equipment (2)
Implement early warning systems (accept examples) (2)
Create emergency assembly points (accept examples) (2)
Create awareness (accept examples) (2)
Create lookout towers (2)
Install sprinklers (2)
Evacuation routes and plans (accept examples) (2)
Remove alien vegetation/plants (which is flammable) (2)
**[ANY FOUR]** (4 x 2) (8)
**[60]**

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## QUESTION 2: GEOMORPHOLOGY

| | | | | |
|---|---|---|---|---|
| 2.1 | 2.1.1 | Z (1) | | |
| | 2.1.2 | Z (1) | | |
| | 2.1.3 | Z (1) | | |
| | 2.1.4 | Y (1) | | |
| | 2.1.5 | Y (1) | | |
| | 2.1.6 | Z (1) | | |
| | 2.1.7 | Y (1) | | |
| | 2.1.8 | Z (1) | (8 x 1) | (8) |
| 2.2 | 2.2.1 | A (1) | | |
| | 2.2.2 | C (1) | | |
| | 2.2.3 | C (1) | | |
| | 2.2.4 | C (1) | | |
| | 2.2.5 | D (1) | | |
| | 2.2.6 | A (1) | | |
| | 2.2.7 | C (1) | (7 x 1) | (7) |
| 2.3 | 2.3.1 | A side view of a river from source to mouth (2)<br>**[CONCEPT]**<br>**INSTRUCTIONS FOR PART MARKING**<br>A side view of the river (1) | (1 x 2) | (2) |
| | 2.3.2 | B (1) | (1 x 1) | (1) |
| | 2.3.3<br>Give evidence in the sketch graded profile | No temporary base levels/knickpoints (1)<br>No obstructions (accept examples) (1)<br>Smooth concave shape (1)<br>**[ANY TWO]** | (2 x 1) | (2) |

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2.3.4 Classify each base level as natural or human-made

**Natural**
Waterfall (1)

**Human-made**
Dam (1) (2 x 1) (2)

2.3.5 Sea
It is the lowest (ultimate) level to which a river can erode (2)
**[CONCEPT]** (1 x 2) (2)

2.3.6 Differentiate between shape
Profile C is a closed V-shaped (narrow, deep and steep sided) whereas profile D is an open U-shaped (very wide and gently sloping) (2)
**[MUST MENTION BOTH PROFILES]** (1 x 2) (2)

2.3.7 Explain the main processes that give rise to shape of C and D

**Profile C**
Vertical/downward erosion is dominant in the upper course (2)

**Profile D**
Deposition is dominant in the lower course (2)
Lateral erosion occurs (2)
**[ANY ONE]**
**[MUST REFER TO BOTH PROFILE C AND D]** (2 x 2) (4)

2.4 2.4.1 Lower (1) (1 x 1) (1)

2.4.2 Gentle gradient at C
Due to deposition (2)
Slow movement/velocity of water (2)
**[ANY ONE]** (1 x 2) (2)

2.4.3 Incised meanders
River rejuvenation results in vertical (downward) erosion (2)
Results in a deeper stream channel/valley (due to vertical erosion)(2)
(2 x 2) (4)

2.4.4 PARAGRAPH
Explain how an ox-bow lake forms Process
Continuous (lateral) erosion takes place on the outer bank/under-cut slope (2)
Deposition on the inner bank/slip off slope (2)
Meander neck narrows (2)
River floods and cuts through meander neck (2)
Meander loop is separated from the main stream (by deposition resulting in an ox-bow lake) (2)
**[ANY FOUR]** (4 x 2) (8)

2.5 2.5.1 Why are dense settlements associated with pollution
Poor service provision (1)
Do not have means to pay for waste removal services (1)
Piled up waste in the settlement is disposed of in the river (1)
**[ANY ONE]** (1 x 1) (1)

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2.5.2 TWO reasons to support answer to 2.5.1

Evidence of solid waste (accept examples) (1)
No infrastructure to remove waste (accept examples) (1).
No evidence of potable water (1) (2 x 1) (2)
**[ANY TWO]**

2.5.3 Explain how the rise in water level will affect houses due to their location

Houses are close to the river and could easily flood (2)
River banks could collapse destroying houses (accept examples) (2)
**[ANY ONE]** (1 x 2) (2)

**INSTRUCTIONS FOR PART MARKING**
Houses are close to the river (1)
River banks could collapse (1)
**[MAXIMUM ONE MARK]**

2.5.4 Explain the negative impact of poor river management on the health of rivers

Reduced water quality (accept examples) (2)
Damages habitat for aquatic life (2)
Destroys aquatic life (accept examples) (2)
Destroys food chains/food webs (2)
Causes eutrophication (accept examples) (2)
Disrupt ecosystems (2)
Loss of biodiversity (2)
Increased sedimentation (accept examples) (2)
**[ANY TWO]** (2 x 2) (4)

2.5.5 Suggest strategies that municiplaity can put in place to ensure sustainability of the river

Relocate the people (2)
Create a buffer zone (2)
Create awareness campaigns (accept examples) (2)
Educate people on river management (accept examples) (2)
Encourage people not to build houses on the river bank (2)
Implement legislation (2)
Impose fines (2)
Plant more vegetation (accept examples) (2)
Provide more refuse removal facilities (accept examples) (2)
Continuous monitoring/testing (2)
Encourage community involvement (accept examples) (2)
Provide incentives to people (accept examples) (2)
Encourage the recycling of waste (2)
Build proper sanitation/drainage systems/water treatment plants (2)
Maintain infrastructure (2)
**[ANY THREE]** (3 x 2) (6)
**[60]**

**TOTAL SECTION A: 120**

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## SECTION B

## QUESTION 3: GEOGRAPHICAL SKILLS AND TECHNIQUES

3.1 3.1.1 1167,5 m – 928,0 (1) m = 239,5 m (1) (2 x 1) (2)

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

3.1.3 Formula: **Vertical Interval (VI)**
**Horizontal Equivalent (HE)**

VI= 60 m
HE= 3,8 (1) cm x 100 = 380 (1) m Range: (3,7 cm – 3,9 cm)
Range: (370 m – 390 m)

$\frac{60}{380}$ (1) (For correct substitution)

1 : 6,33 (1) Range: (1:6,16 – 1:6,50) (4 x 1) (4)

3.1.4 A (1) (1 x 1) (1)

3.1.5 No (1) (1 x 1) (1)

3.1.6 There is an obstruction (accept examples from the topographical map) between L and H (1) (1 x 1) (1)

3.2 3.2.1 C (1) (1 x 1) (1)

3.2.2 Evidence for seasonal rainfall
Perennial water/Dams/ (1)
Reservoirs (1)
Non-perennial rivers (1)
**[ANY ONE]** (1 x 1) (1)

3.2.3 Explain why area 8 has lower temps than surrounding built-up areas F+Q
Presence of vegetation results in evapotranspiration (2)
Presence of vegetation provides shade (2)
Natural surfaces absorb less heat (2)
Less buildings/built up areas to absorb heat (2)
Fewer human activities that generate heat (2)
Better air movement cools the area (2)
**[ANY ONE]** (1 x 2) (2)

**INSTRUCTIONS FOR PART MARKING**
Presence of vegetation (1)
Natural surfaces (1)
Less buildings/built up areas (1)
Fewer human activities (1)
Better air movement (1)
**[MAXIMUM ONE MARK]**

3.2.4 North/ NW/NNW/North East/ north to south /southwards (1) (1 x 1) (1)

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3.2.5 Wind direction evidence

Row of trees (windbreaks) are on the north/north east of the orchards or vineyards (2)
Wind blows down the mountain slopes (katabatic wind) (2)
Wind breaks are planted perpendicular to the prevailing wind (2)
**[ANY ONE]** (1 x 2) (2)

3.2.6 Evidence from map for watershed

Many river systems flow in a north easterly and south westerly direction (2)
Many river systems are flowing (away) in opposite directions from the Stellenboschberg (2)
**[ANY ONE]** (1 x 2) (2)

3.2.7 L (1) (1 x 1) (1)

3.2.8 L is found in the upper course (2)
Rapids are characteristic of the upper course (2)
The flow of water is turbulent (2)
The stream flows over steep gradient (2)
High velocity (2)
Uneven riverbed (2)
**[ANY ONE]** (1 x 2) (2)

3.3 3.3.1 C (1) (1 x 1) (1)

3.3.2 River (1) (1 x 1) (1)

3.3.3 Explain how to manipulate the scale

Make the scale larger (2) (1 x 2) (2)

3.3.4 D (1) (1 x 1) (1)

3.3.5 A (1) (1 x 1) (1)

3.3.6 The clarity of the photograph is poor (2)
There is low resolution (2)
It shows less details (2)
Image is blurry / unclear / distorted (2)
Large pixels (2)
**[ANY ONE]** (1 x 2) (2)

**TOTAL SECTION B: 30**
**GRAND TOTAL: 150**

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