



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**GEOGRAPHY PAPER 2  
PREPARATORY EXAMINATION 2026  
AMENDED MARKING GUIDELINE**

**MARKS: 127**

**This marking guideline consists of 10 pages.**

**SECTION A: RURAL AND URBAN SETTLEMENTS AND THE ECONOMIC  
GEOGRAPHY OF SOUTH AFRICA****QUESTION 1: RURAL AND URBAN SETTLEMENTS**

|     |       |       |         |     |
|-----|-------|-------|---------|-----|
| 1.1 | 1.1.1 | Y (1) | ( 1x1 ) | (1) |
|     | 1.1.2 | Z (1) | ( 1x1 ) | (1) |
|     | 1.1.3 | Z (1) | ( 1x1 ) | (1) |
|     | 1.1.4 | Z (1) | ( 1x1 ) | (1) |
|     | 1.1.5 | Y (1) | ( 1x1 ) | (1) |
|     | 1.1.6 | Z (1) | ( 1x1 ) | (1) |
|     | 1.1.7 | Y (1) | ( 1x1 ) | (1) |
|     |       |       | ( 7x1 ) | (7) |
| 1.2 | 1.2.1 | A (1) | ( 1x1 ) | (1) |
|     | 1.2.2 | A (1) | ( 1x1 ) | (1) |
|     | 1.2.3 | B (1) | ( 1x1 ) | (1) |
|     | 1.2.4 | B (1) | ( 1x1 ) | (1) |
|     | 1.2.5 | A (1) | ( 1x1 ) | (1) |
|     | 1.2.6 | B (1) | ( 1x1 ) | (1) |
|     | 1.2.7 | B (1) | ( 1x1 ) | (1) |
|     | 1.2.8 | A (1) | ( 1x1 ) | (1) |
|     |       |       | ( 8x1 ) | (8) |

- 1.3 1.3.1 Mzwanele Nyhontso (1) (1 x 1) (1)
- 1.3.2 Returning land (1) Compensation (1) (2 x 1) (2)
- 1.3.3 Legal disputes between different groups of people (2)  
 People don't have the necessary documentation/Different people claiming one land (2)  
 Poverty will create challenges for people (2)  
 Lack of formal education (accept examples) (2)  
 Cultural values will hamper land exchange (2)  
 Corrupt officials/Corruption delays the process of land restitution  
 ( ANY TWO ) ( 2 x 2 ) (4)
- 1.3.4 Provide financial assistance/subsidies to make sure farmers can buy the basic equipment (2)  
 Have workshops and training services/mentorship programmes available to make sure that the skills in farming and business management is on par (2)  
 Help the farmers understand how the labour policies should be implemented (2)  
 The development of local community forums so the community can discuss how land should be developed and maintained (2)  
 Provision of proper infrastructure like roads, electricity, etc (2)  
 Government/NGO support  
 Regular monitoring of beneficiaries (2)  
 Supply of basic services (2)  
 ( ANY FOUR ) ( 4 x 2 ) (8)
- (15)
- 1.4 1.4.1 Process whereby an increased percentage of people live in urban areas (2) (1 x 2) (2)
- 1.4.2 Johannesburg (1) (1 x 1) (1)
- 1.4.3 Access to employment (1)  
 Access to education (1)  
 Access to services (1)  
 ( ANY TWO ) (2 x 1) (2)

## Marking Guideline

- 1.4.4 Drought frequency increases rural-urban migration (2)  
 Floods destroy crops causing people to leave rural areas (2)  
 Soil erosion decreases production on farm lands forcing people to leave (2)  
 Decrease in soil fertility/Desertification decreases production on farm lands leading to farmers abandoning farms and leave for cities (2)  
 Stock/crop diseases/pests and stock losses/decreases in crop yields forces farmers to abandon farm lands and move to urban areas (2)  
 Adverse weather conditions (accept examples) destroy crops and this negatively affect production and leads to decreased profits (2)  
**( ANY TWO )** ( 2 x 2 ) (4)
- 1.4.5 High water demand results in poor provision of water for sanitation, drainage and solid waste collection (2)  
 More people will reduce safe, readily available water supplies (2)  
 High demand on services will place budgetary strain on municipalities (2)  
 High electricity demand will put strain on the delivery of electricity due to the increasing percentage of people in urban areas (2)  
 Higher population requires more clinics to be built to supply medical services (2)  
 More people in urban areas means more people that are littering, leading to more money spent on waste removal (2)  
 Pressure on already stressed public transport systems, leading to people using e-hailers (Uber/bolt) leading to more pressure on commuters' pockets (2)  
 Higher demand on educational services leading to overcrowding.  
 Housing shortage leading to more informal settlement (2)  
**(ANY THREE )** ( 3x2 ) (6)

- 1.5 1.5.1 “Just five working toilets and four working taps for hundreds of households in Nomzamo Park.” (1) (1 x 1) (1)
- 1.5.2 It is located on a wetland (2) (1 x 2 ) (2)
- 1.5.3 The risk of flooding increases, leading to their homes being damaged during heavy rains (2)  
Wet conditions encourage the breeding of mosquitoes and other pests, increasing the risk of diseases (2)  
Due to the soil being saturated, waste and sewage do not properly drain, leading to the contamination of water (2)  
The ground is soft and unstable, making it difficult for construction (2) ( ANY TWO ) ( 2x2 ) (4)
- 1.5.4 **Social problem:**  
Unhygienic conditions (2)  
High crime rate (2)  
Unemployment/Poverty (2)  
Substance abuse (accept examples) (2)  
Less entertainment activities for the youth (2)  
( ANY ONE )
- Vulnerability:**  
Risk of shack fires (2)  
Fewer law enforcement officers available (2)  
Dark nights due to lack of electricity (2)  
People not safe at night (2)  
Social ills easily committed (accept examples) (2)  
( ANY ONE ) (2+2 ) (4)

**N.B. REFER TO BOTH THE SOCIAL AND VULNERABILITY**

- 1.5.5 No basic services supplied due to budget shortfalls(accept examples) (2)  
Did not provide low cost housing because of shortage of available land (2)  
No basic infrastructure due to lack of skilled personnel (2)  
Did not create enough job opportunities because of lack of investment (2)  
Inadequate policing to combat crime due to poor planning (2)  
No allocation of funds for improving conditions of people due to budget constraints (2)  
Corruption which leads to misappropriation of finances (2)

## Marking Guideline

Nepotism results in unqualified people managing these projects which are delayed/incomplete (2)  
 Limited programmes for upskilling/training of communities (2)  
 Increasing population in informal settlements makes it difficult for the government to keep pace with provision of services (2)

( ANY TWO )

( 2 x 2 ) (4)  
 (15)  
**[60]**

## QUESTION 2: ECONOMIC GEOGRAPHY OF SOUTH AFRICA

|     |               |         |     |
|-----|---------------|---------|-----|
| 2.1 | 2.1.1 E (1)   | (1 x 1) | (1) |
|     | 2.1.2 D (1)   | (1 x 1) | (1) |
|     | 2.1.3 Removed | (1 x 1) | (1) |
|     | 2.1.4 F (1)   | (1 x 1) | (1) |
|     | 2.1.5 C (1)   | (1 x 1) | (1) |
|     | 2.1.6 B (1)   | (1 x 1) | (1) |
|     | 2.1.7 H (1)   | (1 x 1) | (1) |
|     |               | (7 x 1) | (7) |
| 2.2 | 2.2.1 IDZ (1) | (1 x 1) | (1) |
|     | 2.2.2 IDZ (1) | (1 x 1) | (1) |
|     | 2.2.3 SDI (1) | (1 x 1) | (1) |
|     | 2.2.4 IDZ (1) | (1 x 1) | (1) |
|     | 2.2.5 SDI (1) | (1 x 1) | (1) |
|     | 2.2.6 SDI (1) | (1 x 1) | (1) |
|     | 2.2.7 IDZ (1) | (1 x 1) | (1) |
|     | 2.2.8 SDI (1) | (1 x 1) | (1) |
|     |               | (8 x 1) | (8) |

- 2.3 2.3.1 North West (1)  
 Free State (1)  
**Gauteng (1)**  
**Mpumalanga (1)** (ANY ONE) (1 x 1) (1)
- 2.3.2 Rainfall of 600-1000mm (1)  
 Sunny frost-free growing period (1)  
 Well drained fertile soil (1)  
 Dry autumn and winter harvesting period (1)  
 Summer rainfall region (1)  
 Flat topography (1)  
**(ANY TWO)** (2 x 1) (2)
- 2.3.3 **Heavy rains** can cause flooding that can wash away crops leading to decreased maize production (2)  
**Climate changes** can bring different types of weather that can damage crops and decrease maize production (2)  
**Drought** can cause maize to die due to little/no water and decrease maize production (2)  
**Thunderstorms** produce hail that can damage crops and decrease maize production (2)  
**Reduced soil fertility** due to soil erosion decreases maize production (2)  
**Veld fires** caused by lightning can burn dry maize reducing harvests (2)  
**Pests and crop diseases** can reduce maize production. (2)  
**Strong winds** can destroy the crops reducing harvests (2)  
**(ANY TWO)** (2 x 2) (4)
- 2.3.4 Makes a significant contribution to the GDP of South Africa (2)  
 Encourages link industries (2)  
 Creates employment opportunities (2)  
 Decreases import of food (2)  
 Export of maize brings in foreign currency (2)  
 There is a large domestic market for maize (2)  
 Maize is used as a raw material in the secondary economic sector (2)  
 Maize is the leading agricultural product in South Africa (2)  
 Improvement of infrastructure (2)  
 Multiplier effect encourages the growth of all other sectors (2)  
**(ANY FOUR)** (4 x 2) (8)  
 (15)

2.4 2.4.1 38 (1) % (1 x 1) (1)

2.4.2 Large population (1)  
 Skilled labour (1)  
 Access to raw materials (1)  
 Access to markets (1)  
**( ANY TWO )** (2 x 1) (2)

2.4.3 Construction (1)  
 Chemical (1)  
 Iron and steel (1)  
 Motor car assembly (1)  
 Explosive industry (1)  
 Machinery (1)  
**( ANY TWO )** (2 x 1) (2)

2.4.4 Creates accessibility to major markets (2)  
 Allows for effective transportation goods/raw materials/labour (2)  
 Effective road network will attract investors (2)  
 Decreases traffic congestion/rapid delivery of products (2)  
 The dense network of roads creates greater accessibility (2)  
 The shortest possible distance to the towns/cities is available, making it cost effective (2)  
**( ANY TWO )** ( 2x2 ) (4)

2.4.5 Efficient transport network that links it to the harbours (2)  
 Relatively cheap electricity as power is transmitted over short distance (2)  
 Well-developed network of roads and railways to transport goods (2)  
 Abundant raw materials in close proximity to industries (2)  
 The local market increases the demand for manufactured goods (2)  
 Presence of link industries will assist with production (2)  
 Access to a reliable water supply for manufacturing (2)  
 Many tertiary institutions for upskilling of workforce (2)  
 Land is generally flat, making it easier for construction (2)  
 Closest core industrial region to the rest of Africa (2)  
 Abundance of (skilled, semi-skilled and unskilled) labour (2)  
**( ANY THREE )** ( 3x2 ) (6)

(15)

2.5 2.5.1 "The sector remains largely untaxed and unregulated" (1) ( 1x1 ) (1)

2.5.2 Spaza shop (1)  
Taxi services (1)  
Taverns (1)  
Repair businesses (1)  
SMMEs (1)  
**(ANY TWO)** (2 x 1) (2)

2.5.3 Create jobs/creates income (2)  
Promote economic growth (2)  
Alleviate poverty (2)  
Reduces peoples dependence on the government (2)  
Improves standard of living (2)  
Reduces crime (2) (ANY ONE) (1 x 2) (2)

2.5.4 Difficult to obtain finance/loans (2)  
Limited finances to expand (2)  
Lack of cash flow (2)  
Often victims of crime that destroy stock (2)  
No insurance (2)  
Irregular income (2)  
Lack of collateral (2)  
Inability to benefit from bulk purchases (2)  
Limited financial safety net/protection (2)  
Lots of spaza shops which create competition (2)  
Non-payment by people buying on credit (2)  
Mostly selling low-order goods that don't have a high mark-up (2) **(ANY TWO)** ( 2x2 ) (4)

2.5.5 Creates employment for local people that cannot find employment in the formal sector (2)  
People are able to earn an income which increases buying power, resulting in an increase in the production of goods (2)  
Informal sector businesses purchase goods to sell from the formal sector increasing their market (2)  
Businesses in the formal sector sub-contract people from the informal sector-creating more employment (2)  
By buying goods, they pay VAT, this contributes to the tax of the country (2)  
People employed in the informal sector develop entrepreneurial skills needed in the economy (2)  
Goods that are sold are cheap and affordable creating a bigger market thus increasing production and trade (2)  
**(ANY TWO)** (3 x 2 ) (6) **[59]**

**SECTION B****QUESTION 3: GEOGRAPHICAL SKILLS AND TECHNIQUES****3.1 MAP SKILLS AND CALCULATIONS**3.1.1 **Removed**

3.1.2 D (1)

(1 x 1) (1)

3.1.3 a. Smaller (1)

(1 x 1) (1)

b. **Removed**3.1.4 **Removed**3.1.5 **Removed****(2)****3.2 MAP INTERPRETATION**

3.2.1 Mining (1)

(1 x 1) (1)

3.2.2 Coal (1)

(1 x 1) (1)

3.2.3 **Removed**3.2.4 **Removed**3.2.5 **Removed****(2)****3.3 GEOGRAPHICAL INFORMATION SYSTEM**

3.3.1 Raster (1)

(1 x 1) (1)

3.3.2 Polygon/area (1)

(1 x 1) (1)

3.3.3 Data integration/Data layering/Thematic layers (2)

(1 x 2) (2)

3.3.4 **Removed****(4)****[8]****GRAND TOTAL:****127**

**NB: Mark the learners out of 127 and convert to 150. The final mark should be rounded off to nearest whole number.**

$$\text{Formula} = \frac{\text{Learner's Mark}}{127} \times 150$$