
AFRIKAANS LANGUAGE

8679/02

Paper 2 Reading and Writing

October/November 2019

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **11** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	verban	1
1(b)	tensy	1
1(c)	kritieke	1
1(d)	stadium	1
1(e)	korrek	1

Question	Answer	Marks
2(a)	'n Kritieke stadium van groei word tussen die ouderdomme [van] drie en vyf jaar deur 'n kind bereik. / 'n Kritieke stadium van groei word deur 'n kind tussen ouderdomme van drie en vyf jaar bereik. / 'n Kritieke stadium van groei word deur 'n kind bereik tussen ouderdomme van drie en vyf jaar.	1
2(b)	Tensy dit reg bestuur word, moet rugby by alle skole verban word. / Tensy rugby reg bestuur word, moet dit by alle skole verban word. [weglaat van die komma word aanvaar]	1
2(c)	Die regte vaardighede ontbreek by kinders omdat hulle ouers onkundig is. / Die regte vaardighede ontbreek by kinders weens/as gevolg van hul ouers se onkunde.	1
2(d)	Swanepoel sê dat jy kinders kry wat op 'n jong ouderdom baie potensiaal in sport toon.	1
2(e)	Die punt word deur oningeligte ouers en afrigters gemis. [antwoord moet in die teenwoordige tyd wees]	1

Question	Answer	Marks
3(a)	Kinders is nog aan die groei [1]. Die kind se liggaam is nog nie genoeg ontwikkel om die sport te kan beoefen nie / Die kind se basiese motoriese vaardighede ontwikkel nog [1] Ouers en onderwysers het nie [genoeg] kennis oor liggaamlike ontwikkeling om kinders [korrek] te help nie / Ouers en onderwysers se onkunde veroorsaak dat die regte vaardighede nie ontwikkel word nie. [1]	3
3(b)	Sport het ongesond geword / Daar word te veel druk op spelers geplaas [1] Wen is alles. [1] Dit veroorsaak dat deelname afneem. [1] Kinders verloor die kans om die voordeel van sport te geniet. [1]	4
3(c)	Swanepoel redeneer dat [party/sommige/laat ontwikkelde] kinders nie op 'n vroeë ouderdom kan presteer nie [1] Kinders kry 'n swak selfbeeld as gevolg daarvan [1] Kinders wil nie aan sport deelneem nie / Kinders word net toeskouers van 'n sport [1] Wilders redeneer dat gesonde kompetisie wel 'n speler kan help om hul volle potensiaal te bereik [1] maar baie kinders ontwikkel 'n ongesonde beeld van kompetisie [1] Hierdie gevoel om altyd die beste te moet wees het nadelige gevolge wanneer 'n kind ouer/volwasse word, bv. liggaamsbou, dieët of emosionele probleme [1] Ouers kan probleme veroorsaak deur op-en-aanmerkings langs die veld te maak wat die opponent as 'n vyand beskryf [1]	5
3(d)	Ja – (moet gekwalifiseer word om 'n punt te kry) Dit sal 'n onding bly tot die volgende aanpassings gemaak word [1] Betrek bevoegde kundiges [1] Skaal belangrikheid van wedstryde af [1] Of Nee – (moet gekwalifiseer word om 'n punt te kry) Bullejtjerugby is nie 'n onding nie, mits die volgende toegepas word [1]: Betrek bevoegde sportkenners by die aanbieding en ontwikkeling van bullejtjerugby [1] Plaas geen klem op die resultate van wedstryde tussen skole nie [1]	3

Quality of Language: Accuracy Question 3

<p>5 Very good</p> <p>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>4 Good</p> <p>Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.</p>
<p>3 Sound</p> <p>Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.</p>
<p>2 Below average</p> <p>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor</p> <p>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

Length does not determine the quality of language mark. Answers scoring 0 for content cannot contribute any language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 1, 2 or 3 scoring 0: reduce final assessment by –1

Answer(s) worth 4 or 5 scoring 0: reduce final assessment by –2

Answer(s) worth 6 or 7 scoring 0: reduce final assessment by –3

Answer(s) worth 8 or 9 scoring 0: reduce final assessment by –4

Where there is a mixture of questions worth 1, 2 or 3, 4 or 5, 6 or 7 or 8 or 9, base the reduction on the question worth the highest mark. For instance, if a 0 has been scored on a Question worth 1 mark and a 0 has also been scored on a question worth 6 marks reduce the final language mark by 3.

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 15 for Content + 5 for Language = 20]

Question	Answer	Marks
4(a)	Cornell Hess: Hou jou besig [1] Hou jou uit die moeilikheid [1] 'n Sportbeurs kan finansieël help [1] Dit verskaf fokuspunte om die beurs te behou [1] [Enige twee punte] Arno Botha: Gee jou selfvertroue [1] Help om voor ander te praat en hulle te motiveer [1] Motiveer jou om jou ideale na te streef [1] Die omgewing [wat geskep word deur sport] het 'n positiewe invloed [1] Die mense om jou wil almal werk [net soos jy] [1] [Enige twee punte]	4
4(b)	Hulle beseft nie dis moeilik om optimaal te presteer, [1] as gevolg van swak spierontwikkeling. [1] / kinders wat sport speel is slimmer [1] omdat hul spiere beter ontwikkel is [1]	2
4(c)	Sport: laat jou goed oor jouself voel [1] leer jou uithouvermoë [1] leer jou om 'n goeie verloorde te wees [1] leer jou om met verskillende tipes mense saam te werk / vriende te maak. [1] bevorder jou konsentrasievermoë [1] laat jou uit die kommentaar/kritiek van ander leer. [1]	6
4(d)	Sprei jou vlerke. [1] Enige twee relevante bewyse uit die teks word aanvaar. [2]	3

Quality of Language: Accuracy Question 4

<p>5 Very good</p> <p>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>4 Good</p> <p>Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.</p>
<p>3 Sound</p> <p>Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.</p>
<p>2 Below average</p> <p>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor</p> <p>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

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Answer(s) worth 4 or 5 scoring 0: reduce final assessment by –2

Answer(s) worth 6 or 7 scoring 0: reduce final assessment by –3

Answer(s) worth 8 or 9 scoring 0: reduce final assessment by –4

Where there is a mixture of questions worth 1, 2 or 3, 4 or 5, 6 or 7 or 8 or 9, base the reduction on the question worth the highest mark. For instance, if a 0 has been scored on a Question worth 1 mark and a 0 has also been scored on a question worth 6 marks reduce the final language mark by 3.

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

[Total: 15 for Content + 5 for Language = 20]

Question	Answer	Marks
5(a)	<p>Die kandidaat moet 'n gepaste antwoord gee wat beide tekste behels. Tot twee punte word gegee vir die bespreking van 'n ooreenkoms/verskil tot 'n maksimum van ses punte vir verskille en vier punte vir ooreenkomste.</p> <p>Voorbeelde van verskille/ooreenkomste (die volgende is maar 'n leiding, neem in ag enige goed gemotiveerde antwoorde wat met die vraag ooreenstem):</p> <p>Maksimaal drie verskille:</p> <p>(1) In Teks 1 is Wilders 'n teenstaander van formele kompetisie by skolesport [1]. In Teks 2 word kompetisie aangemoedig [1]. [2]</p> <p>(2) Teks 1 beklemtoon die nadelige invloed van sport op liggaamlike groei [1]. Teks 2 voer aan dat sport liggaamlike en kognitiewe ontwikkeling bevorder [1]. [2]</p> <p>(3) Teks 1 argumenteer dat sport volwassewording kan skaad [1]. Teks 2 sit klem daarop dat sport wel positiewe eienskappe kweek wat van nut kan wees wanneer 'n kind volwassenheid bereik [1]. [2]</p> <p>Maksimaal twee ooreenkomste:</p> <p>(1) In altwee tekste word gewaarsku [1] dat wen nie as die belangrikste aspek van sport gesien moet word nie [1]. [2]</p> <p>(2) Albei tekste ag die rol van kundiges [1] belangrik in die sportafrigting van kinders [1]. [2]</p>	10
5(b)	<p>Die kandidaat moet 'n geskikte antwoord gee met direkte betrekking op Namibië en/of Suid-Afrika. [n Te groot rol – nie net 'n groot rol – moet bespreek om 'n volpunt te kan behaal.]</p>	5

Content Question 5(b)

This should be marked as a mini essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus, and their ability to express a personal point of view.

5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
4 Good Not the flair and imagination of the best candidates but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text and write a largely unrelated free composition.
0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

5(a) + (b)**Quality of Language: Accuracy Question 5(a) + (b)**

5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4 Good Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3 Sound Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

[Total: 15 for Content + 5 for Language = 20]