



# Cambridge International A Level

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AFRIKAANS

9679/02

Paper 2 Reading and Writing

October/November 2020

MARK SCHEME

Maximum Mark: 70

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**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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of 7 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.

Vraag	Antwoorde	Punte
1(a)	onlangs	1
1(b)	perfek	1
1(c)	regstreekse	1
1(d)	lyf	1
1(e)	opvatting	1

Vraag	Antwoorde	Punte
2(a)	Dit sal 'n skrikwekkende belewenis wees.	1
2(b)	Hulle/Mense het haar met 'n besonder aangename menslike karakter geprogrammeer.	1
2(c)	As jy haar afskakel, kan jy van moord aangekla word. <i>Accept omission of comma between afskakel and kan</i>	1
2(d)	Robotte doen ook nou hoogs opgeleide beroepe. <i>Accept valid constructions in the present tense with kan</i>	1
2(e)	Die skrywer sê dat die hippies van die 1960's dit al begin doen het.	1

Vraag	Antwoorde	Punte
3(a)	Sy het 'n baie mooi [uitdrukkingsvolle] gesig. ✓ Sy het 'n aangename karakter/sy is goedgesind en humoristies. ✓ Sy is intelligent/leer graag en sy verbeter haarself voortdurend. ✓	3
3(b)	Eers het hulle gedink slegs ongeskoolde en tegniese beroepe sal deur robotte bedreig word; ✓ nou is hulle bekommerd/ongerus/bang ✓ omdat ook professionele mense se beroepe in gevaar is. ✓	3
3(c)	Die gebruik van robotte het werkseleenthede op alle vlakke verminder. ✓ Plus enige drie voorbeelde (3 × 1): Hommeltuie doen die werk van voorraadklerke. ✓ Groot fabriek werk feitlik sonder mense. ✓ Robotte doen ambagswerk, ontwerp, logistiek en gehaltebeheer. ✓ Voertuie word deur rekenaars aangedryf. ✓ Robotte doen die werk van hoogs opgeleide mense soos mediese diagnoses en operasies. ✓	4
3(d)	Die skrywer vind die bestaan van 'n robot soos Sophia skrikwekkend. ✓ Plus twee redes (2 × 1): Robotte vervang mense in die arbeidsmark. ✓ Mense se lewenswyse verander heeltemal omdat hulle nie hoef te werk nie. ✓ Die skrywer is bekommerd oor hoe volhoubaar die nuwe lewenswyse vir mense gaan wees. ✓	3

Vraag	Antwoorde	Punte
3(e)	Die skrywer noem 'n ander moontlike gevolg van die gebruik van robotte, ✓ naamlik dat mense, soos die hippies in die 1960's, hul rug op tegnologie gaan keer/ tegnologie begin vernietig en kies om daarsonder te lewe. ✓	2

Vraag	Antwoorde	Punte
4(a)	Dit beteken om baie bang/angstig/senuweeagtig te wees ✓ – mense moet bang wees omdat hulle hul werk kan verloor. ✓	2
4(b)	Ander lande is meer voorbereid as Suid-Afrika op outomatisering, ✓ wat beteken daar is 'n groter/kleiner gevaar van werksverlies weens outomatisering in Suid-Afrika/ander lande. ✓	2
4(c)	Mensagtige werk het 'n sterk menslike element en is nie herhalend en voorspelbaar nie. ✓ Dit is vir eers nie in gevaar nie. ✓ Masjienagtige werk is herhalend en voorspelbaar ✓ en is in groot gevaar. ✓ <i>Give one mark to candidates who correctly identify the two groups, either without further explanation or without a correct further explanation.</i>	4
4(d)	Enige drie (3 × 1): Mense moet vaardighede leer wat masjiene nie kan oorneem nie. ✓ Mense moet leer om nuwe tegnologie te gebruik. ✓ Mense moet leer om saam met masjiene te werk. ✓ Mense moet hulle eie produktiwiteit verhoog. ✓	3
4(e)	Die skrywer verduidelik/vertel/gee raad oor wat mense kan doen om relevant te bly./Sy noem praktiese goed wat mense kan doen om relevant te bly. ✓ Ontwikkel die vermoë om digitale toestelle te gebruik en/of met masjien-intelligensie te werk ✓ Gebruik logiese en kritiese denke om probleme op te los. ✓ Entrepreneurs/ondernemende mense sal in 'n goeie posisie wees om sukses te behaal. ✓ Mense moet aanpasbaar wees /graag nuwe dinge wil leer. ✓	4

Vraag	Antwoorde	Punte
5(a)	<p><b>Ooreenkomste:</b></p> <p>Noem en bespreek <b>vier</b> sinvolle ooreenkomste, byvoorbeeld:</p> <ul style="list-style-type: none"> <li>• Albei tekste verwys na hoe die tegnologie werksgeleenthede bedreig. ✓</li> <li>• Albei tekste verwys na spesifieke soorte werk wat bedreig word/wat nou deur masjiene/robotte gedoen word. ✓</li> <li>• Albei tekste verwys na hoe minder beskikbare werk mense kan affekteer (fisies of emosioneel bv. kommer) ✓</li> <li>• Albei tekste verwys na die verhouding tussen mense en masjiene/robotte. ✓</li> <li>• Albei tekste se opskrif is 'n vraag, wat beteken die skrywers stel vrae (bespiegel) oor wat moontlik in die toekoms kan gebeur. ✓</li> </ul>	4
	<p><b>Verskille:</b></p> <p>Noem en bespreek <b>drie</b> sinvolle verskille, byvoorbeeld:</p> <ul style="list-style-type: none"> <li>• Teks 1 verwys na robotte met kunsmatige intelligensie, ✓ terwyl teks 2 na rekenaars/outomatisering verwys. ✓</li> <li>• Teks 1 beskryf Sophia die robot in detail, ✓ terwyl teks 2 in die algemeen na rekenaars en outomatisering verwys. ✓</li> <li>• Volgens teks 1 is die meeste beroepe in gevaar, ✓ maar volgens teks 2 is slegs voorspelbare, herhalende werk tans in gevaar. ✓</li> <li>• Teks 1 skets 'n positiewe beeld van nuwe werkende mense, ✓ maar teks 2 noem dat dit sleg vir mense sal wees om nie te werk en te verdien nie. ✓</li> <li>• Teks 1 verwys na hoe nuwe werkende mense ander tydverdrywe ontwikkel, ✓ terwyl teks 2 na maniere verwys hoe mense hulle relevansie in die werksplek kan behou. ✓</li> <li>• Teks 1 noem dat daar mense mag wees wat in opstand teen tegnologie kom en dit nie wil gebruik nie, ✓ terwyl teks 2 noem hoe belangrik dit is om te leer om tegnologie beter te gebruik. ✓</li> <li>• Teks 1 is meer negatief terwyl teks 2 meer optimisties/positief is</li> </ul> <p><b>Let Wel:</b> Ander sinvolle ooreenkomste en verskille sal ook aanvaar word.</p>	6
5(b)	Kandidate gee 'n gemotiveerde respons.	5

**Quality of Language – Accuracy (Questions 3, 4 and 5)**

<b>5</b>	<b>Very good</b>
Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).	
<b>4</b>	<b>Good</b>
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.	
<b>3</b>	<b>Sound</b>
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.	
<b>2</b>	<b>Below average</b>
Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.	
<b>0–1</b>	<b>Poor</b>
Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.	

**Additional marking guidance for Quality of Language – Questions 3 and 4**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark. Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

<b>Total Content marks available on questions where a candidate scores 0</b>	<b>Reduce Quality of Language mark by:</b>
2–3	1
4–5	2
6–7	3
8–14	4
15	5

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

**Question 5 – Length of 5(a) + 5(b) (Summary and Response to the texts)**

Writing within the maximum length is part of the task, and candidates who remain within the limit (140 words in total) deserve credit. There is 10-word latitude to bring the tolerated total to 150 words.

For these purposes, a word is defined as any item that stands alone and is not joined by a hyphen or apostrophe.

**Question 5(b) – response to the texts**

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. Additional guidance on marking specific questions will be given to examiners.

<b>5</b>	<b>Very good</b>
Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.	
<b>4</b>	<b>Good</b>
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.	
<b>3</b>	<b>Sound</b>
A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.	
<b>2</b>	<b>Below average</b>
Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.	
<b>0–1</b>	<b>Poor</b>
Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.	

**In Question 5, the Quality of Language mark** will not exceed 50% of the sum of the other two marks for **5(a)** and **5(b)**. This is to prevent candidates producing (possibly prepared) material which may be in high quality Afrikaans but has little or nothing to do with the question.