



# Cambridge International AS Level

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**AFRIKAANS LANGUAGE**

**8679/02**

Paper 2 Reading and Writing

**October/November 2022**

**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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level 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)  | verstaan   | 1     |
| 1(b)  | verstand   | 1     |
| 1(c)  | motivering | 1     |
| 1(d)  | amptelike  | 1     |
| 1(e)  | hegter     | 1     |

| Vraag | Antwoorde  | Punte |
|-------|--|-------|
| 2(a)  | Die woorde is/was deur Nelson Mandela gesê.  | 1     |
| 2(b)  | Dit is ook goed vir jou brein om 'n nuwe taal aan te leer.   | 1     |
| 2(c)  | 22% van Suid-Afrikaners praat Zoeloe.  | 1     |
| 2(d)  | Die grysstof het in verskillende dele van die brein vermeerder. /<br>Die grysstof het vermeerder in verskillende dele van die brein. | 1     |
| 2(e)  | Dr. Cooper sê dat hulle die taal waarskynlik vinniger sal aanleer.   | 1     |

| Vraag | Antwoorde  | Punte |
|-------|--|-------|
| 3(a)  | Dit verbeter kommunikasie. [1]<br>Dit veroorsaak sterker bande tussen mense [met verskillende moedertale]. [1]   | 2     |
| 3(b)  | Vier van:<br>Jy leer beter. [1]<br>Jy onthou beter / het 'n beter geheue. [1]<br>Jy ontleed die wêreld rondom jou beter. [1]<br>Jy doen makliker meer as een taak <u>op 'n slag</u> . [1]<br>Jy los probleme doeltreffend/vinnig/maklik op. [1]  | 4     |
| 3(c)  | Zoeloe is die taal met die meeste moedertaalsprekers in Suid-Afrika./<br>Zoeloe het 'n baie groot persentasie moedertaalsprekers. [1] (nie net '22%' nie)<br>As jy Zoeloe verstaan, sal jy Xhosa <u>maklik</u> verstaan. [1]<br>As jy Zoeloe verstaan, sal jy tale soos Suid-Sotho en Tswana <u>'n bietjie</u> kan verstaan. [1] | 3     |
| 3(d)  | Hoe meer kontak[tyd] jy met die taal het, hoe suksesvoller sal jy dit leer. [1]<br>Dink aan watter taal die mense in die provinsie/omgewing waar jy woon, praat. [1]<br>Dink aan watter taal die mense in jou skool of by jou werk praat. [1]<br>Maak seker daar is mense <u>wat die taal praat</u> wat jou kan ondersteun [1]   | 4     |
| 3(e)  | <u>Meertaligheid</u> verander die manier waarop 'n mens die wêreld sien, [1]<br>wat die voordele van meertaligheid wat in die teks bespreek word, opsom / verder voer. [1]   | 2     |

| Vraag | Antwoorde   | Punte    |
|-------|---|----------|
| 4(a)  | Eers vind hulle hom snaaks / giggel hulle [1] omdat hy hulle in gebroke Afrikaans groet. [1]<br>Daarna voel hulle 'n konneksie met die kelner [1] wat respek toon deur hulle in hul taal te groet / moeite te doen om hulle in hul taal te groet / hulle taal te probeer praat. [1] | <b>4</b> |
| 4(b)  | Drie van:<br>Net soos mense positief op haar oupa gereageer het [1] wanneer hy hulle in hulle eie taal aangespreek het, [1]<br>glo sy kennis van mekaar se tale verbeter verhoudings tussen mense [1] en bring mense nader aan mekaar. [1]  | <b>3</b> |
| 4(c)  | Drie van:<br>Kinders moet <u>groetvorme</u> in verskillende tale leer. [1]<br>Die jeug moet gewillig wees om [ander tale] te leer. [1]<br>Ouers moet kinders aanmoedig om ander tale te leer. [1]<br>Ouers moet saam met hulle kinders <u>ander tale/groetvorme</u> leer.[1]        | <b>3</b> |
| 4(d)  | Twee van:<br>Almal moet 'n ander/nog 'n <u>Suid-Afrikaanse</u> taal leer. [1] (nie net 'n tweede taal' nie)<br>Daar gaan groter eenheid/verdraagsaamheid/respek in Suid-Afrika wees. [1]<br>Mense gaan mekaar se <u>tale</u> ken en respekteer.[1]                                  | <b>2</b> |
| 4(e)  | Volgens Mandela dra meertaligheid by tot 'n ware/diep konneksie [1] eerder as 'n oppervlakkige konneksie tussen mense. [1]<br>Dit sluit aan by die positiewe gevolge van meertaligheid wat die spreker beskryf / waarna die skrywer verlang. [1]                                    | <b>3</b> |

| Vraag | Antwoorde  | Punte |
|-------|--|-------|
| 5(a)  | <p><b>Vier</b> relevante ooreenkomste van:</p> <ul style="list-style-type: none"> <li>• Albei tekste gebruik dieselfde aanhaling deur Mandela om hulle boodskap te ondersteun. [1]</li> <li>• Albei tekste wys daarop dat meertaligheid kommunikasie tussen verskillende taalgroepe/bevolkingsgroepe verbeter. [1]</li> <li>• Albei tekste noem dat meertaligheid tot beter verhoudings/respek/bande tussen mense lei. [1]</li> <li>• Albei tekste moedig die aanleer van tale aan. [1]</li> <li>• Albei tekste verwys na hoe meertaligheid jou perspektief op die wêreld verander. [1]</li> <li>• Albei tekste betrek verskillende Suid-Afrikaanse tale, soos Afrikaans en Engels, Xhosa en Zoeloe. / Albei tekste verwys na Suid-Afrika se 11 amptelike tale. [1]</li> </ul>   | 4     |
|       | <p><b>Drie</b> relevante verskille van:</p> <ul style="list-style-type: none"> <li>• Teks 1 gebruik die aanhaling van Mandela as inleiding [1]; teks 2 gebruik dit as slot. [1]</li> <li>• Teks 1 verwys na die voordele van meertaligheid vir jou brein [1], terwyl teks 2 na die voordele van meertaligheid vir verhoudings tussen mense verwys. [1]</li> <li>• Teks 1 bespreek die teorie/statistiek i.v.m. die gebruik van Zoeloe [1]; teks 2 verwys na die praktiese gebruik van Zoeloe. [1]</li> <li>• Teks 1 bespreek hoe om te kies watter taal om aan te leer [1]; teks 2 moedig mense aan om nog 'n taal te leer. [1]</li> <li>• Teks 1 noem feite in verband met/bespreek die voordele van meertaligheid [1]; teks 2 gee opinies / is meer persoonlik (bv. verwys na familielede). [1]</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     |

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

|  |
|--|
| <b>5 Very good</b><br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                   |
| <b>4 Good</b><br>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 Sound</b><br>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 Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.   |
| <b>0–1 Poor</b><br>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 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 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 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 Below average</b> | May disregard the element of response to the text, and write a largely unrelated free composition.   |
| <b>0–1 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 5a and 5b. 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.