

Cambridge International AS Level

AFRIKAANS LANGUAGE**8679/02**

Paper 2 Reading and Writing

October/November 2024**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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **8** 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 descriptions 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.

Annotations

The following is a list of annotations used in marking.

Symbol	Meaning
	Unclear
	Benefit of the doubt
	No benefit of the doubt
	Invalidates
	Harmless addition – does not score, but does not invalidate
	Too vague
	Goes too far. May also be used to indicate over-reliance on the text in assessing the Quality of Language mark in Question 5.
	Omission of required element
	Repeated or consequential error – no further penalty. May also be used to indicate that a point has already been awarded earlier in the answer.
	Used for marking word limits in Q5.
	Lifted material, not to be rewarded
	Answer not accepted
	Answer accepted
	Item/page seen

Vraag	Antwoorde	Punte
1(a)	klink	1
1(b)	onwaar	1
1(c)	massa	1
1(d)	tegniek	1
1(e)	opgelet	1

Vraag	Antwoorde	Punte
2(a)	Ons vraag is deur professor Goosen beantwoord.	1
2(b)	Professor Goosen sê dat ons / hulle / mense dit ook net so maklik versprei.	1
2(c)	Hulle het toe maklik slagoffers van fopnuus geword.	1
2(d)	Fopnuus oor die sukses van 'n produk word deur 'n maatskappy versprei. / Fopnuus oor die sukses van 'n produk word versprei deur 'n maatskappy.	1
2(e)	Ons belangrikste wapen teen fopnuus bly kritiese denke.	1

Vraag	Antwoorde	Punte
3(a)	Hulle <u>glo</u> dit. ✓ Hulle <u>versprei</u> dit. ✓	2
3(b)	As hulle die nuus kan lees. ✓ As hulle die nuus [in video's en op foto's] kan sien. ✓ As die naam van 'n bekende persoon of organisasie in die nuus verskyn. ✓ As daar baie inligting oor 'n onderwerp is, raak mense [te] lui [om deeglik te lees]. ✓	4
3(c)	Twee van: Albei bestaan reeds lank. ✓ Albei se skepper wil hulself bevoordeel. ✓ Die gebruikers wil aandag trek. ✓ Albei se skepper wil ander benadeel. ✓	2
3(d)	Die skepper wil mense paniekerig maak / mense benadeel, ✓ terwyl die verspreider mense nie wil benadeel nie / maar wil help. ✓ Die skepper het nie morele waardes nie, / is bewus daarvan dat die inligting onwaar is, ✓ terwyl die verspreider naïef is en die inligting glo. ✓	4
3(e)	Die skrywer wil insig gee oor fopnuus / bewustheid van fopnuus skep ✓ en daarteen waarsku ✓ deur mense krities te laat dink. ✓	3

Vraag	Antwoorde	Punte
4(a)	Eers was dit sukkelend/onsuksesvol, ✓ daarna was dit [vir 'n rukkie] die koerant met die grootste sirkulasie ter wêreld. ✓	2
4(b)	Sir John Herschel het by die sterrewag in Kaapstad gewerk. ✓ Sir John Herschel se pa [, William,] was 'n beroemde sterrekundige [wat die planeet Uranus ontdek het]. ✓ Deur 'n bekende naam te gebruik, wou hy die geloofwaardigheid van sy artikel versterk / die artikel geloofwaardig maak. ✓	3
4(c)	Eers het Locke [net] gesê daar is lewe op die maan. ✓ Daarna is sketse van die [ongelooflike] natuur op die maan gepubliseer. ✓ Toe het hy gesê daar is [vlermuisagtige] intelligente wesens op die maan wat kan kommunikeer. ✓ Laastens het hy 'n tempel van diamante en goud op die maan beskryf. ✓ Een punt vir slegs: Die artikels het al hoe meer onrealisties/vergesog geword.	4
4(d)	Twee van: Hulle was nie bereid om Locke se sketse vir die professore te wys nie. / Die sketse het nie bestaan nie. / Daar was geen bewys van sketse nie. ✓ Hulle het gesê Herschel se teleskoop het gebreek. ✓ Hulle het verskonings gemaak. ✓	2
4(e)	Vier aspekte (met gepaste voorbeelde) kan bespreek word, byvoorbeeld: spottende toon ✓ spottende titel ✓ hiperboliese taalgebruik / gebruik van oordrywing ✓ onrealistiese / onwaarskynlike beskrywings ✓ humoristiese slot ✓ humoristiese aanhalings ✓ droë humorsin ✓ menslike goedgelowigheid word aan die kaak gestel ✓ kreatiewe / ryk woordkeuse ✓	4

Vraag	Antwoorde	Punte
5(a)	Kandidate gebruik inligting uit albei tekste in hulle antwoorde. Ooreenkomste: Noem en bespreek vier sinvolle ooreenkomste, byvoorbeeld: (4 punte) • Albei tekste noem dat fopnuus algemeen voorkom. ✓ • Albei tekste noem dat fopnuus reeds lank bestaan. ✓ • Albei tekste gee 'n definisie van fopnuus. ✓ • Albei tekste gee voorbeelde van fopnuus. ✓ • Albei tekste verwys na kritiese mense wat fopnuus bevraagteken. ✓ • Albei tekste verwys na die skep en verspreiding van fopnuus. ✓ • Albei tekste verwys na die gebruik van name van bekende persone. ✓ Let Wel: Aanvaar nie “albei tekste bespreek fopnuus” nie – dit word in die opdrag genoem. Verskille: Noem en bespreek drie sinvolle verskille, byvoorbeeld: (6 punte) • Teks 1 handel oor waarom mense vandag fopnuus skep, versprei en glo, ✓ terwyl teks 2 meer oor die oorsprong van fopnuus handel. (hede – verlede) ✓ • Teks 1 is 'n ernstige / objektiewe bespreking van fopnuus, ✓ terwyl teks 2 die storie van Locke se fopnuus op 'n humoristiese / subjektiewe manier vertel. ✓ • Teks 1 gee algemene inligting oor fopnuus; ✓ Teks 2 fokus op 'n voorbeeld van fopnuus en bespreek dit. ✓ • Teks 1 verwys na fopnuus in die sosiale en ander media, ✓ terwyl teks 2 fopnuus in 'n koerant bespreek. ✓ • Teks 1 verwys na die gebruik van bekende name in die algemeen ✓, terwyl teks 2 voorbeelde van bekende name gebruik. ✓ • Teks 1 beskryf hoe fopnuus die skeppers daarvan oor die algemeen bevoordeel ✓; teks 2 beskryf hoe Locke homself bevoordeel het. ✓ • Teks 1 probeer die leser te waarsku teen fopnuus / attent maak op fopnuus ✓, terwyl teks 2 die leser wil amuseer / vermaak. ✓ Let Wel: Ander sinvolle ooreenkomste en verskille sal ook aanvaar word.	10
5(b)	Kandidate gee 'n gemotiveerde respons.	5

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

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.

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:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
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.

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.

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 memorised) material which may be in high quality Afrikaans but has little or nothing to do with the question.