

MARK SCHEME for the October/November 2014 series

8779 FIRST LANGUAGE AFRIKAANS

8779/02

Paper 2 (Reading and Writing), maximum raw mark 70

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2014 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2014	8779	02

- 1 (a) advokate [1]
- (b) normale [1]
- (c) minder [1]
- (d) maatstaf [1]
- (e) eenders [1]
- [Total: 5]**
- 2 (a) Ons is minder gelukkig as/nie so gelukkig soos dokters en advokate/nie. [1]
- (b) Vir jare lank bevraagteken kritici (al) hierdie toets. [1]
- (c) 'n Werk kan nie deur 'n hoë IK gewaarborg word nie. [1]
- (d) In die twintigste eeu het die toets populêr geword/populariteit verwerf. [1]
- (e) Sportmanne is nie noodwendig gelukkige mense nie, selfs al verdien hulle baie geld/alhoewel hulle baie geld verdien/ten spyte van die feit dat hulle baie geld verdien. [1]
- [Total: 5]**

Page 3	Mark Scheme	Syllabus	Paper
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- 3 (a) Intelligensie in 'n baba/klein kind is eintlik nie dieselfde as in 'n tiener/grootmens nie. [1]
- (b) Sport en skoonheid [1] omdat mense wat hierdie eienskappe besit meestal meer geld verdien as mense wat baie intelligent is [1] [2]
- (c) Die media leer ons (verkeerdeliks) [1] dat roem/geld geluk bring [1] / Die media veroorsaak dat ons dink [1] dat geld/roem geluk sal bring [1]. [2]
- (d) *Any succinct answer showing understanding of the word reduseer (as, e.g. 'verminder', 'verklein') [1] in association with looks and/or [sporting] ability should be considered for credit.* [1] [2]
- (e) Party skoolvakke is nodig om 'n werk te kry en om genoeg geld te maak om te kan oorleef as volwassene. [1]
- (f) As jy wys is, verstaan jy meer menslike dinge, het jy goeie karaktereienskappe ontwikkel of 'n goeie waardestelsel gekweek [1]; om slim te wees is net om praktiese vakke goed te kan verstaan of te leer en goed in toetse te doen. [1] [2]
- (g) Die meeste kandidate sal dalk van mening wees dat die skrywer negatief voel [1] oor die IK toets, maar 'n teenoorgestelde mening sal ook aanvaar word, mits dit gestaaf word met argumente uit die teks:
 IK bepaal nie jou waarde as mens nie; kritici bevraagteken die toets al lank; intelligensie in kinders/volwassenes is nie vergelykbaar nie; hoë IK kan jou nie sukses waarborg nie; hoë IK kan jou nie 'n werk waarborg nie; menswees kan nie gereduseer word tot 'n syfer op papier nie; super-suksesvolle of slim mense is nie die gelukkigste nie; die toets is verouderd; die toets is nie van toepassing op die komplekse hedendaagse lewe nie; geluk kan nie deur 'n IK-toets gemeet word nie. [maks. 4] [5]

Page 4	Mark Scheme	Syllabus	Paper
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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).

[Groottotaal: 15 Inhoud + 5 Taal = 20]

Page 5	Mark Scheme	Syllabus	Paper
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- 4 (a) *This is a compare and contrast question (one mark for 'then' and another for 'now'). For example: Hoef nie beide op skool en tuis uit te blink nie; moes uithelp op die plaas of by die winkel; moes praktiese leefervaring kry; hoef nie A's in al hulle vakke te kry nie; hul ouers en onderwysers het nou hoër verwagtinge; hulle word nou maklik depressief.* [2]
- (b) *Identify either gewapen or skild [1] + give mark for any well-argued reason which is based (but not directly lifted from) the text [1].* [2]
- (c) kennis + bespreking [1], kreatiwiteit + bespreking [1], beheer + bespreking [1] [3]
- (d) *Die endorfiene/hormone wat die liggaam afskei gedurende oefening laat jou beter voel/gee jou selfvertroue/gee jou 'n positiewe selfbeeld [1] wat bydra tot 'n optimiese kyk op die lewe/jou inspirasie kan gee/inspireer vir die toekoms [1].* [2]
- (e) *Concept of: hoe beter/meer jy kommunikeer met ander mense, hoe gelukkiger voel jy.* [1]
- (f) (i) Soos 'n mal haas [1]
- (ii) *As jy soos iemand sonder sorge/wat nie bekommerd is oor hoe hulle lyk nie/wat nie in beheer is van sy kop of liggaam is nie/wat nie dink oor gevolge nie/wat simpel lyk/wat besete is wil rondhardloop om weg te kom van dinge wat jou pla, doen dit. Any answer which implies that the candidate understands that it means running without bounds or without thinking about the consequences or how they appear may be accepted. Also accept if a student describes the meaning accurately rather than rewriting it as a new sentence, e.g. 'n mal haas verwys na 'n dier wat besete is/voorkom, en dus beskryf dit die manier hoe 'n tiener, sonder om na te dink, fisies van sy emosionele probleme probeer ontslae raak. Note however that the point is for showing understanding of the comparison of randomly running around (with reference to f(i) rather than of the aspect of forgetting their concerns.* [1]
- (g) *'n Wenresep is die beste metode om iets, soos kos, te maak; het die beste uitkoms. Gepas omdat die artikel verduidelik wat jy kan gebruik/watter stappe jy moet neem, om gelukkig te wees. 'n Resep is iets wat jy volg om 'n spesifieke eindproduk te kry en jy wil die gelukkigste tiener hê, en hierdie is die beste metodes. Should indicate an understanding of a winning recipe, and how it is applicable to a happy teenage life.* [3]

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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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- 5 (a) Die kandidaat moet 'n gepaste antwoord gee wat beide tekste behels. Een punt word gegee vir die noem/beskryf van 'n verskil tot 'n maksimum van vyf punte **en** een punt vir 'n verduideliking/bespreking die verskil tot 'n maksimum van vyf punte. [10]

Voorbeelde van verskille:

- (1) voorbeeld, bespreking
- (2) voorbeeld, bespreking
- (3) voorbeeld, bespreking
- (4) voorbeeld, bespreking
- (5) voorbeeld, bespreking

- (b) Die kandidaat moet 'n geskikte antwoord gee met **direkte** betrekking op Namibië en/of Suid-Afrika. [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.

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

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5 (a) + (b)

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

<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>
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<p>0–1 Poor</p> <p>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

[Total: 20 (15 + 5 vir taalgebruik)]