



Cambridge International AS Level

AFRIKAANS LANGUAGE

8679/02

Paper 2 Reading and Writing

October/November 2023

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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.

Question	Answer	Marks
1(a)	uiters	1
1(b)	invloed	1
1(c)	tans	1
1(d)	dikwels	1
1(e)	net	1

Question	Answer	Marks
2(a)	Programme soos Zoom word dikwels [deur ons] vir vergaderings gebruik. / Programme soos Zoom word dikwels [deur ons] gebruik vir vergaderings.	1
2(b)	Dit sal 'n invloed op ons gebruik van Afrikaans hê. / Dit sal 'n invloed hê op ons gebruik van Afrikaans. / Dit sal ons gebruik van Afrikaans beïnvloed.	1
2(c)	As Zoomers die hele tyd vergaderings bywoon, kan hulle uitgezoom voel.	1
2(d)	Dr. Lee sê dat hy deel is van 'n generasie wat verkies om 'n boek in sy hande vas te hou. / Dr. Lee sê dat hy deel van 'n generasie is wat verkies om 'n boek in sy hande vas te hou.	1
2(e)	Selfone het ook die manier waarop ons skryf, verander. / Selfone het ook die manier verander waarop ons skryf.	1

Question	Answer	Marks
3(a)	Eers was dit [net] 'n handelsnaam. ✓ Nou word dit as werkwoord, ✓ naamwoord ✓ en in samestellings / as byvoeglike naamwoord gebruik. ✓	4
3(b)	Sy luister met groter konsentrasie ✓ en [dus] met beter begrip. ✓	2
3(c)	Hulle kan op enige plek na lesings luister. ✓ Hulle kan herhaaldelik na lesings luister om dit beter te verstaan. ✓	2
3(d)	Enige twee verskille: Dr. Lee verkies om 'n papierboek te lees. ✓ Sy studente lees e-boeke. ✓ Hy druk elektroniese dokumente om dit te lees. ✓ Hulle lees op hul selfone. ✓ Hy sit en lees in stilte. ✓ Hulle lees terwyl hulle loop. ✓	4

Question	Answer	Marks
3(e)	Ons gebruik kombinasies van leestekens (emotikons) om gevoelens oor te dra. ✓ Ons kan prentjies/emoji's in plaas van woorde gebruik. ✓ Emotikons en emoji's kan die betekenis van teksboodskappe <u>verduidelik</u> / dra inligting en betekenis oor. ✓	3

Question	Answer	Marks
4(a)	Dit word gebruik vir vergaderings/werk, ✓ vir fiksheidsklasse ✓ en om saam met vriende te kuier. ✓	3
4(b)	Zoom kon van die begin af groot vergaderings hanteer, ✓ terwyl ander platforms/programme eers net vir gesprekke tussen individue gebou is. ✓	2
4(c)	'n Probleem met sekuriteit ✓ [nie "hul sekuriteit was nie die beste" nie] het daartoe gelei dat mense Zoom-vergaderings kon binnedring ✓ (en kommentaar kon lewer). [Plus enige twee van die volgende] Alle vergaderings word nou met 'n wagwoord beskerm ✓ en deelnemers moet in 'n digitale wagkamer wag ✓ voordat hulle (slegs) deur die voorsitter ingelaat word. ✓	4
4(d)	Zoom se gebruikers het met 2 900% gestyg, ✓ wat veel meer is as die 1 000% waarmee MS Teams se gebruikers gestyg het. ✓	2
4(e)	Sy beskou videokommunikasieprogramme as <u>noodsaaklik</u> / <u>baie belangrik</u> vir studente en dosente. ✓ Sy <u>waarsku/noem</u> egter dat 'n mens voorbereid op probleme moet wees, ✓ soos: [Plus enige twee van die volgende] kragonderbrekings ✓ data wat opraak ✓ tegniese probleme (met rekenaars en/of bandwydte). ✓	4

Question	Answer	Marks
5(a)	<p>Kandidate gebruik inligting uit albei tekste in hulle antwoorde.</p> <p>Ooreenkomste: Noem en bespreek vier sinvolle ooreenkomste, byvoorbeeld: (4 punte)</p> <ul style="list-style-type: none"> • Albei tekste verwys na die gebruik van die videokommunikasiëprogram Zoom. ✓ • Albei tekste verwys na die spesifieke doel (werk, ontspanning) waarvoor programme soos Zoom gebruik word. ✓ • Albei tekste verwys na hoe tegnologie soos Zoom al hoe meer gebruik word. ✓ • Albei tekste verwys na die invloed van die gebruik van tegnologie op ons lewe. ✓ • Albei tekste verwys na die sogenaamde Zoom-bomme. ✓ • In albei tekste praat 'n student oor hoe belangrik tegnologie soos Zoom vir haar is. ✓ 	4
	<p>Verskille: Noem en bespreek drie sinvolle verskille, byvoorbeeld: (6 punte)</p> <ul style="list-style-type: none"> • Teks 1 fokus op die invloed van programme soos Zoom op taal en hoe ons taal gebruik, ✓ terwyl teks 2 verskillende videokommunikasiëprogramme bespreek en vergelyk. ✓ • Teks 1 verwys net na die videokommunikasiëprogram Zoom, ✓ terwyl teks 2 na Zoom, MS Teams en Google Meet verwys. ✓ • Teks 1 fokus op die positiewe invloed van die gebruik van Zoom en selfone, ✓ terwyl teks 2 ook na moontlike probleme met die gebruik daarvan verwys. ✓ • Teks 1 fokus op die gebruik van Zoom en selfone in Suid-Afrika, ✓ terwyl teks 2 na internasionale statistiek ten opsigte van die gebruik van videokommunikasiëprogramme verwys. ✓ • Teks 1 verwys na die ouer en jonger generasie se gebruik van tegnologie, ✓ terwyl teks 2 geen onderskeid tussen ouderdomsgroepe tref nie. ✓ • Teks 1 verwys na verskillende vorms van tegnologie, ✓ terwyl teks 2 op videokommunikasiëprogramme fokus. ✓ <p>Let Wel: Ander sinvolle ooreenkomste en verskille sal ook aanvaar word.</p> <p>Do not penalise lifting when awarding Content marks but excessive copying should be taken into account when awarding Language marks.</p>	6
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 5(a) and 5(b). This is to prevent candidates producing (possibly pre-learned) material which may be in high quality Afrikaans but has little or nothing to do with the question.