



Cambridge International A Level

AFRIKAANS

9679/02

Paper 2 Reading and Writing

October/November 2021

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 2021 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.

Vraag	Antwoorde	Punte
1(a)	verniel / vernietig	1
1(b)	manier	1
1(c)	vererger	1
1(d)	welvaart	1
1(e)	geweldige	1

Vraag	Antwoorde	Punte
2(a)	Dit het klimaatsverandering en die verlies van biodiversiteit ingesluit.	1
2(b)	Die grootste oorsaak van menslike sterftes gaan/sal waterbesoedeling wees.	1
2(c)	Kinders se neurologiese ontwikkeling word deur chemikalieë geaffekteer. / Kinders se neurologiese ontwikkeling word geaffekteer deur chemikalieë.	1
2(d)	Gifstowwe het ons waterbronne besoedel.	1
2(e)	Laurika Rauch sing dat moederaarde iewers onder dit alles swaar sug.	1

Vraag	Antwoorde	Punte
3(a)	Ons moet ons denkwyse ✓ en optrede verander. ✓	2
3(b)	Ons besit die vermoë (kennis, tegnologie, geld) ✓ om volhoubaar te lewe / die aarde te red, ✓ maar ons is te kortsigtig om dit te doen. ✓	3
3(c)	Vier van: Ons is gulsig ✓ en wil nie verander nie ✓ en is obsessief oor geld / ekonomiese groei/status/welvaart. ✓ Dit lei tot [groot] omgewingsprobleme / klimaatsverandering / 'n verlies van biodiversiteit ✓ wat die aarde se toekoms bedreig. ✓	4
3(d)	Dr. Malan glo die wêreldbevolking kan afneem [as gevolg van besoedeling]. ✓ Prof. Mbeki dink die wêreldbevolking gaan toeneem. ✓	2
3(e)	Die aarde ly daaronder ✓ wanneer die mens optree asof hy baas hier is. ✓ Of: Die mens se selfsugtige optrede ✓ laat die aarde swaarkry. ✓	2
3(f)	Ons moenie die aarde mishandel/misbruik asof ons daarop geregtig is nie / baasspelerig behandel asof ons die reg het, ✓ maar aanpas by die aarde se behoeftes / ons lewenstyl [self] drasties verander. ✓	2

Vraag	Antwoorde	Punte
4(a)	Die woord "lieuwe" dra liefde oor, ✓ die woord "moederaarde" toon respek/gee erkenning aan die aarde as ons moeder/bron van lewe. ✓	2
4(b)	Hoe ons die aarde skade aandoen. ✓ [Ons word deur die internet daaraan herinner] deur foto's van diere in nood ✓ en wenke om minder plastiek te gebruik. ✓	3
4(c)	Vier van die volgende: Sy gebruik min elektrisiteit/sy sit ligte af ✓ Sy gebruik min water/sy stort vir net een minuut ✓ Sy gebruik organiese sakkies vir haar inkopies. ✓ Sy koop nie kos wat in plastiek toegedraai is nie. ✓ Sy koop nie vleis, vis of gluten nie ✓	4
4(d)	Sy probeer regtig hard om niks te doen wat die aarde skade aandoen nie, ✓ want, al wou sy die rok baie graag hê, het sy dit nie gekoop ✓ toe sy besef dit is nie heeltemal van hernubare bronne gemaak nie. ✓	3
4(e)	Drie van die volgende: Hulle het slegs die reg ✓ om video's oor die gevare van plastiek te deel ✓ indien hulle self iets doen om minder plastiek te gebruik. ✓ Hulle moet doen wat hulle van ander mense verwag. ✓	3

Vraag	Antwoorde	Punte
5(a)	<p>Kandidate gebruik inligting uit albei tekste in hul antwoorde.</p> <p>Ooreenkomste: Noem en bespreek vier sinvolle ooreenkomste, byvoorbeeld:</p> <ul style="list-style-type: none"> • Albei tekste verwys na die aarde as “moederaarde” (wat erkenning aan die aarde as ons bron van lewe gee). ✓ • Albei tekste verwys na hoe die mens die aarde verniel het. ✓ • Albei tekste verwys na die manier waarop ons lug en ons water besoedel is. ✓ • Albei tekste verwys na hoe nodig dit is om ons lewenswyse te verander. ✓ <p>Verskille: Noem en bespreek drie sinvolle verskille, byvoorbeeld:</p> <ul style="list-style-type: none"> • Teks 1 verwys na die inligting oor die aarde se toestand in die VN-verslag, ✓ terwyl teks 2 na wenke en foto’s via die internet verwys. ✓ • Teks 1 blameer ons gulsigheid, die industrieë, en politieke en ekonomiese leiers vir die toestand waarin die aarde is, ✓ terwyl teks 2 die Industriële Revolusie blameer. ✓ • Teks 1 verwys na hoe ons water besoedel en gevaarlik is; ✓ teks 2 verwys na hoe kosbaar ons water is. ✓ • Teks 1 verwys na kortsigtige mense wat tot die aarde se vernietiging bydra; ✓ teks 2 noem dat jong mense (Millenniërs) probeer om iets te doen om die aarde te red. ✓ • Teks 1 verwys na mense in die algemeen wat hulle lewenswyse moet verander; ✓ teks 2 fokus op wat die spreker doen om die aarde te red. ✓ • Teikengroep: teks 1 is op die algemene publiek ✓ gerig; teks 2 is op jonger mense ✓ gerig. <p>Let Wel: Ander sinvolle ooreenkomste en verskille sal ook aanvaar word.</p>	4
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.

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.