
FIRST LANGUAGE AFRIKAANS

8779/02

Paper 2 Reading and Writing

October/November 2017

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.

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| Question | Answer | Marks |
|----------|-----------|-------|
| 1(a) | lekker | 1 |
| 1(b) | verhuis | 1 |
| 1(c) | vinnig | 1 |
| 1(d) | belangrik | 1 |
| 1(e) | leer | 1 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(a) | Sy sê dat die kinders Afrikaans onder die knie het. | 1 |
| 2(b) | Vir ons, soos vir die meeste Afrikaners, was dit belangrik dat ons kinders Engels magtig moet wees | 1 |
| 2(c) | Dit is belangrik om jou kultuur te behou. | 1 |
| 2(d) | Afrikaans is ook belangrik vir die Van der Merwes./Afrikaans is vir die Van Der Merwes ook belangrik. | 1 |
| 2(e) | Afrikaanse waardes en tradisies word (deur ons) vir/aan ons kinders geleer. | 1 |

| Question | Answer | Marks |
|----------|---|-------|
| 3(a) | <i>Any four from:</i> Hulle praat Afrikaans by die huis. [1] Hulle lees Afrikaanse verhale. [1] Hulle het vriende met wie hulle Afrikaans kan praat. [1] Hulle kinders word 'n Afrikaanse leefwyse (waardes en tradisies / kultuur) aangeleer [1] Hulle gaan gereeld na 'n Afrikaanse kerk. [1] Hulle ontspan in Afrikaans/gebruik Afrikaans in hulle vrye tyd [1]. | 4 |
| 3(b) | Om iets onder die knie te hê, beteken jy het iets bemeester/kan iets goed doen. [1]. Volgens die teks het die kinders dit reggekry om Afrikaans te leer. [1]. | 2 |
| 3(c) | Dit is baie belangrik dat Ben Engels moet kan praat [1], om te kan kommunikeer met mense in sy omgewing [1]. Vir hulle bly Engels egter minder belangrik as Afrikaans. [1] | 3 |
| 3(d) | Afrikaans vorm 'n belangrike deel van die identiteit van altwee gesinne [1] maar glo terselfdertyd dat hul kinders Engels magtig moet wees [1]. Vir die Van der Merwes bly Afrikaans van groter belang as Engels [1], terwyl die Du Preezs van mening is dat dit ten minste ewe belangrik is om deel te wees van die Kanadese kultuur deur die taal/een van die tale wat daar gepraat word [1]. Die Van der Merwes is meer aktief, want hulle lees daaglik Afrikaanse koerante luister na Afrikaanse musiek [1] terwyl die Du Preezs erken/aanvaar dat hulle hulle seun verengels is/glo dat jy nie krampagtig aan Afrikaans moet vashou nie. [1] | 6 |

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).

[Total: 15 for Content + 5 for Language = 20]

| Question | Answer | Marks |
|----------|---|----------|
| 4(a) | Dowling is positief oor die stand van Afrikaans (dit sal nie uitsterf nie, dit is stabiel) [1]. Sy noem dat die taal 'n sterk identiteit (opgebou) het [1] en dat dit lewendig gehou word deur intelligente gebruikers van Afrikaans wat dit bevorder [1] en dat dit as trotse deel van Afrikaanssprekendes se identiteit beskou word / mense trots is op Afrikaans / mense belangstel in Afrikaans. [1]. | 4 |
| 4(b) | Die konteks waarin Afrikaans op skole gebruik word, is groter as dié by die huis / Skole keer dat Afrikaans uitsterf / Skole maak seker dat taalkennis uitgebrei word [1], wat die liefde vir die taal versterk. [1] | 2 |
| 4(c) | <p><i>Any five from:</i></p> <p>Alle Afrikaanssprekendes moet saamwerk om die taal te bevorder [1]. Dit is van groot belang dat ouers kinders wat Afrikaans praat in 'n Afrikaanse skool sit. [1] Afrikaans moet 'n publikasietaal bly. [1] Dit is belangrik dat Afrikaanssprekendes leesstof in die taal koop [en daardeur koerante en uitgewers in stand hou]. [1] Mense moet na Afrikaanse musiek luister. [1] Afrikaanssprekendes word aanbeveel om verskillende Afrikaanse geleenthede by te woon. [1]</p> | 5 |
| 4(d) | Afrikaans moet orals gebruik word [1], ongeag die formele of informele konteks [aanvaar voorbeelde] [1]. Sprekers word aangemoedig om tyd en/of geld te skenk aan Afrikaanse projekte [1]. Afrikaanssprekendes moet trots op hul taal wees. [1] Deur respek te toon vir ander kulture en tale, bevorder jy die toekoms van jou eie taal/Afrikaans [1]. | 4 |

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> |

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).

[Total: 15 for Content + 5 for Language = 20]

| Question | Answer | Marks |
|----------|--|-------|
| 5(a) | <p>Die kandidaat moet 'n gepaste antwoord gee wat beide tekste behels. Een punt word gegee vir die noem van 'n ooreenkoms/verskil tot 'n maksimum van drie punte vir ooreenkomste en twee punte vir verskille en een punt vir die bespreking/verduideliking tot 'n maksimum van drie punte vir ooreenkomste en twee punte vir verskille.</p> <p>Voorbeelde van verskille (die volgende is maar 'n leiding; neem in ag enige goed gemotiveerde antwoorde wat met die vraag ooreenstem):</p> <p>Maksimaal drie ooreenkomste:</p> <p>(1) Teks 1 bespreek die belang van Afrikaans vir die identiteit van die gesinne in die buiteland [1]; Prof. Dowling in teks 2 noem dat mense met die taal identifiseer om hulle kultuur te behou [1]. [2]</p> <p>(2) El mari van Zyl en Fanie van der Merwe praat oor die rol wat lees speel in die behoud van hulle taal; [1] Evelyn Ferreira moedig mense aan om Afrikaanse leesstof te koop om die taal te ondersteun. [1] [2]</p> <p>(3) Die gesinne in teks 1 erken die belangrikheid van Engels in hulle daaglikse lewe [1]; Prof. Carstens in teks 2 noem dat dit belangrik is om respek te wys aan ander tale en/of kulture. [1] [2]</p> <p>(4) Dit word in teks 1 aanbeveel dat mense gereeld na Afrikaanse musiek moet luister. [1]; Teks 2 noem dat dit tog heerlik is om jou eie taal te hoor. [1] [2]</p> <p>Maksimaal twee verskille:</p> <p>(1) Teks 1 bespreek die voortbestaan en bevordering van Afrikaans in die buiteland [1]; Teks 2 fokus op die behoud en ontwikkeling van Afrikaans binne Suid-Afrika. [1] [2]</p> <p>(2) Teks 1 bespreek Afrikaans by die huis [1]; teenoor teks 2 wat op Afrikaans in die skole fokus. [1] [2]</p> <p>(3) In teks 1 lê die verantwoordelikheid vir Afrikaans hoofsaaklik by die individuele sprekers van die taal [1]; Teks 2 beklemtoon ook die belang van organisasies soos die ATKV en koerante vir die ontwikkeling van die taal. [1] [2]</p> | 10 |
| 5(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.

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.

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

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|---|
| <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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