
FIRST LANGUAGE AFRIKAANS

8779/02

Paper 2 Reading and Writing

October/November 2018

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **9** 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)	hemelsbreed	1
1(b)	wonderlike	1
1(c)	deurbring	1
1(d)	kenners	1
1(e)	algehele	1

Question	Answer	Marks
2(a)	Aan tegnologie is daar wonderlike voordele.	1
2(b)	'n Algehele verbod op die gebruik van tegnologie word deur verskeie kenners bepleit.	1
2(c)	Kinders kan probleme met hulle oë ondervind, toon/volgens navorsing./ Kinders kan, toon/volgens navorsing, probleme met hulle oë ondervind./ Kinders kan probleme met hulle oë ondervind, het navorsing getoon.	1
2(d)	Om kinders weer buite te laat speel moet 'n toegewyde fokus wees.	1
2(e)	Ferreira sê dat rekenaarvaardigheid 'n basiese vereiste is.	1

Question	Answer	Marks
3(a)	Waarom: Dit veroorsaak dat hulle 'n liggaamlike agterstand het [1] en ook leer- en sigprobleme kan ervaar [1]. Te veel en te vroeë blootstelling kan ook breinontwikkeling negatief beïnvloed [1]. Hoe oplos: Kundiges stel voor dat die gebruik van tegnologie deur kinders onder twaalf jaar verbied moet word [1].	4
3(b)	Ouers moet nie tegnologie as babawagter/plaasvervanger [1] vir hulself en persoonlike aandag/kontak gebruik nie [1]. Kinders moet geleer word hoe om tegnologie verstandig te gebruik [1].	3
3(c)	Enige vier uit: Kinders se sig word aangetas/raak swakker [1]. Disleksie en/of aandagafleibaarheid word verkeerdelik gediagnoseer [1]. Kinders ervaar probleme met skryf [1]. Kinders sukkel om werk betyds in te handig [1]. Kinders ervaar leesprobleme/wil nie lees nie [1]. Kinders kan hoofpyn kry [1].	4
3(d)	Onderwysers: Dit is vinnig/maklik om digitale leermateriaal op te dateer of aan te pas [1]. Dit kos baie min [1]. Leerders: Ervaar leer nie so formeel nie/geniet skoolwerk [1]. Dit motiveer hulle om beter te doen [1].	4

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)	<p>Skrywer positief [1] – ander onderwysers negatief [1].</p> <p>Negatief: (Leerders spandeer te veel tyd op selfone) en werk word afgeskeep [1]. Boelies kan selfone gebruik om ander leerders te terg [1]. Onvanpaste/ongeskikte media/kommunikasie kan so versprei word [1].</p> <p>Positief: Dit is 'n hulpmiddel in die klas/motiveer kinders [1]. Kan deur leerders gebruik word om self navorsing te doen [1]. Leerders geniet dit om selfone vir hulle skoolwerk te gebruik [1].</p> <p>LW: Geen punt indien net een kant gegee word nie; kandidate moet <u>vergelyk</u>.</p>	6
4(b)	<p>Enige vier uit: Baie inligting is beskikbaar [1]. 'n Mens kan vinnig inligting bekom [1]. Leerders begin spoedig werk [1]. Kinders geniet werk/word gemotiveer [1].</p>	4
4(c)	<p>Was eers geskok/verbaas/onseker [1]. Het daarna met entoesiasme begin werk [1].</p>	2
4(d)	<p>Enige drie uit: Maak dit makliker om dissipline te handhaaf/maak klasgee makliker [1]. Leerders klets nie/luister na onderwyseres [1]. Leerders gebruik selfone verantwoordelik [1]. Dit bevorder verhoudings tussen leerders en onderwysers/lei tot wedersydse respek [1].</p>	3

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

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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. Tot twee punte word gegee vir die bespreking van 'n ooreenkoms/verskil tot 'n maksimum van ses punte vir verskille en vier punte vir ooreenkomste.</p> <p>(Die volgende is maar 'n leiding; neem in ag enige goed gemotiveerde antwoorde wat met die vraag en tekste ooreenstem.)</p> <p>Voorbeelde van verskille/ooreenkomste:</p> <p>Maksimaal drie verskille:</p> <p>(1) Skrywer positief – ander onderwysers negatief. [1]</p> <p>(2) Prof Ferreira se fokus beklemtoon die negatiewe fisiese gevolge van tegnologie [1], terwyl die skrywer van teks 2 slegs die sosiale nadele noem [1]. [2]</p> <p>(3) Teks 1 noem dat tegnologie die leerproses benadeel [1], waar teks 2 glo dat die leerproses bevoordeel word [1]. [2]</p> <p>(4) Teks 1 verduidelik hoe die leerders sukkel om werk betyds af te handel [1], maar teks 2 redeneer dat leerders vinnig kan begin en aangaan met werk [1]. [2]</p> <p>Maksimaal twee ooreenkomste:</p> <p>(1) Christa Watson [1] en die skrywer van Teks 2 voel dat tegnologie leerders aanspoor om te leer/motiveer [1]. [2]</p> <p>(2) Die skrywers van teks 1 en 2 erken dat tegnologie 'n groot invloed gehad het [1] op die leerders van die laaste tien jaar [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)****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.