

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2011	8779	02

Section 1

Question 1

NB: candidates do not need to provide a line number for their answer.

- (a) branders [1]
- (b) skoon [1]
- (c) partykeer [1]
- (d) bestemming [1]
- (e) plek-plek [1]

[Total: 5]

Question 2

Please note: This exercise tests the ability to manipulate syntax. Candidates therefore need not give synonyms in their answers, but credit is given to answers that correctly paraphrase the sentences in the questions.

One minor spelling error per answer that does not change meaning is tolerated.

- (a) Nartjies word deur almal agter in die kar geëet. [1]
- (b) Is dit 'n goeie idee om deesdae met vakansie/op vakansie te gaan? [1]
- (c) By die dag word die prys van die inkopie-mandjie duurder. [1]
- (d) Almal word deur die wêreldwye finansiële krisis gedwing om mooi na hulle geld te kyk. [1]
- (e) Jou probleme sal deur die gety weggespoel word. [1]

[Total: 5]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2011	8779	02

Question 3

Award mark(s) for correct answers which include any variation / manipulation of language from the original, unless the only variation / manipulation is one which makes the meaning incorrect, or unless candidates are specifically asked to cite from the text.

An unacceptable 'lift' is one which involves no manipulation of the text whatsoever or which shows lack of comprehension of the text or question.

- 3 (a)** Die son skyn/Dis warm/Die weer is lekker [1]
en die strand/see/natuur laat jou goed voel [1]. [2]
- (b)** Up to three from the following aspects: [3]
Die landskap/die omgewing is mooi
Die diere
Die lewenstyl van die mense wat aan die kus bly
Die ongerepte natuur
Die ontspanne/gesellige reis see toe
- (c)** Sandmuskiete word met Steve Hofmeyr-liefhebbers vergelyk [1] omdat die
insekte 'n mens van alle kante nader soos musiek-liefhebbers wat geesdriftig probeer om die
beskikbare konsertkaartjies te kry [1]. [2]
- (d) (i)** 'Gooi jy nie net letterlik jou geld in die water nie?'/Jou geld in die water gooi. [1]
- (ii)** Dit is gepas omdat die teks [gedeeltelik] handel oor seevakansies en dat 'n mens geld
spandeer om langs of in die water te wees. [1]
- (e)** Up to three from the following: [3]
Weens:
die finansiële krisis
die feit dat inkopies duurder word
die vaste koste en rekenings wat betaal moet word
die feit dat 'n mens geld moet spaar vir noodgevalle
- (f)** Mense sou dit sê sonder om twee keer daarvoor te dink [1] omdat hulle meen dat dit is 'n
goeie manier om geld te spandeer [1]. [2]
- (g)** 'vervelige daaglikse roetine' [1]

[Total: 15]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2011	8779	02

Quality of Language: Accuracy Question 3

<p>5 Very good 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 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 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 Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor 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. An answer 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).

[Grand total: 15 Content + 5 Language = 20]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2011	8779	02

Section 2

Question 4

Award mark for correct answers which include any variation / manipulation of language from the original, unless the only variation / manipulation is one which makes the meaning incorrect, or unless candidates are specifically asked to cite from the text.

An unacceptable 'lift' is one which involves no manipulation of the text or which shows lack of comprehension of the text or question.

- (a) heerlijk/lekker/rustig. [1]
 eenvoudig/sonder tierelantjies [1]
 nie (baie) bekend nie/(redelik) onbekend [1]
- (b) Accept any of the following: [1]
 Na die tyd toe die kamp/wildtuin gestig is
 Na die tyd toe die eerste besoekers gekom het
 Na (die tyd rondom) 1928
- (c) Up to three from the following benefits: [3]
 Ligging: gee koelte in die somer
 Die troppie rooibokke wat 'n mens van naby kan sien by die kampterrein
 Die swembad
 Die mooi ligging van die swembad
 Nadeel: minste wild van al die kampe in die Kruger [1]
- (d) Hulle is skaars [1]
 Hulle hou van dieselfde tipe veld [1]
- (e) Wie: [1]
 Mense wat hou van stap/beweeg [1]
 Mense wat hou van foto's neem/fotograwe [1]
 Waarom: [1]
 Spesiale roetes waar 'n mens kan stap/ Omdat jy daar uit jou kar kan klim. [1]
 Spesiale roetes waar 'n mense plante en diere van naby kan afneem [1]
- (f) Saans kan 'n mens die restaurant, kroeg of winkeltjie besoek. [1]

[Total: 15]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2011	8779	02

Quality of Language: Accuracy Question 4

<p>5 Very good 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 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 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 Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor 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).

[Grand total: 15 Content + 5 Language = 20]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2011	8779	02

Question 5

- (a) Die kandidaat moet 'n gepaste, uitgebreide antwoord gee wat beide tekste behels; enige ooreenkomste **of** enige verskille tussen die skrywers met betrekking tot die onderwerp 'vakansies' wat op die tekste gebaseer is, is aanvaarbaar.

Een punt per relevante/korrekte bespreking van 'n verskil en/of ooreenkoms (tot tien). [10]

Response to the Text Question 5(b)

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view.

<p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – October/November 2011	8779	02

Quality of Language: Accuracy Question 5

<p>5 Very good 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 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 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 Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

For question the 5 marks for the quality of language will be awarded globally for the whole performance on each set of answers.

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).

[Grand total: 15 Content + 5 Language = 20]