

CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Advanced Level

MARK SCHEME for the October/November 2015 series

9679 AFRIKAANS

9679/02

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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- 1 (a) outjie [1]
- (b) droewig [1]
- (c) deurgedruk [1]
- (d) ervaar [1]
- (e) kweek [1]
- [Totaal: 5]**

- 2 (a) Hy was 'n uitbinker in sport gedurende sy hoërskooldae/gedurende sy hoërskooldae 'n uitbinker in sport. [1]
- (b) Jy word met balvaardigheid gebore, volgens sommige mense/volgens sommige mense met balvaardigheid gebore. [1]
- (c) Vetsug neem dramaties toe in Suid-Afrika. [1]
- (d) Ons kan lank en breedvoerig oor die redes uitwei/uitwei oor die redes. [1]
- (e) Gesonde eetgewoontes is maklik om aan te leer/kan maklik aangeleer word/kan 'n mens maklik aanleer. [1]
- [Totaal: 5]**

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- 3 (a) Eers toe oefening 'n dissipline geword het, het hy werklik die voordele van sport begin voel [1] en die positiewe uitwerking van sport in sy daaglikse lewe opgemerk [1]. [2]
- (b) Kandidate kan van die volgende faktore in hul opsomming bespreek:
 Kinders speel nie meer buite die huis nie/hulle loop nie meer skool toe nie hulle ry nie meer fiets nie [1], omdat dit nie meer veilig is nie [1].
 Kinders ontspan nou meer deur voor skerms te sit as om te beweeg [1].
 Kinders eet ongesond en doen nie genoeg oefening nie [1], omdat ouers nie genoeg tyd het om hieraan aandag te bestee nie [1]. [4]
- (c) As jy nie weet hoe om oefening te doen nie/As jy nie die geleentheid kry om te oefen nie [1], sal jy waarskynlik nie van die idee daarvan hou nie [1]. [2]
- (d) Kinders wat goed presteer in sport word op die hande gedra [1], terwyl ander kinders nie erkenning kry nie en gevolglik motivering verloor om aan sport deel te neem [1]. [2]
- (e) Een punt per voorstel wat in die kandidaat se eie woorde bespreek word, tot 'n maksimum van drie voorstelle/punte. [3]
 Moontlike voorstelle (enige 3):
 Kinders moet een uur per dag speel/rondhardloop, voordat hulle met rekenaarspeletjies begin [1]
 Erkenning moet aan alle sportspelers gegee word – nie net aan die eerstespanspelers nie – om die regte omgewing/motivering te verskaf.[1]
 Liggaamsoefening op skool sal kinders aanspoor om daarbuite oefening te doen of sport te beoefen [1]
 Rolmodelle (veral in hulle eie omgewing) na wie kinders kan opsien, sal hulle aanspoor [1]
- (f) Dit gaan oor oefening en om jou hart gesond te hou [1] en as jy jou hart “uit” oefen beteken dit dat jy baie daarvan hou/dit met groot oorgawe doen [1]. [2]

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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 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).

[Groottotaal: 15 Inhoud + 5 Taal = 20]

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- 4 (a) Vir die jeug [1] as gevolg van hulle sleg eetgewoontes/om te waarsku teen die gevare van kitskos/as 'n waarskuwing teen gemorskos [1]. [2]
- (b) Hy spot met hom/hy is negatief teenoor hom/hy is nie goedgesind teenoor hom nie [1], omdat die politikus die jeug se eetgewoontes blameer vir groot probleme wat niks daarmee te doen het nie [1]. [2]
- (c) Paragraaf 3: Sy wil uitgelos word en die kos van haar keuse geniet, [1] sonder om gesteur/gekritiseer te word [1].
Paragraaf 4: Sy is ontsteld oor die beskuldigings wat gemaak word [1], omdat sy voel sy eet ook gesonde kos [1]. [4]
- (d) Kos verwys deurgaans na gesonde voedsel wat belangrik/noodsaaklik is om jou liggaam in stand te hou [1]. Versnaperings, soos lekkergoed, is meestal ongesond en iets wat jy tussen maaltye net vir die lekker eet [1]. Tieners maak nie hierdie onderskeid nie en beskou lekkergoed as kos. [1] [3]
- (e) Ouers en vriende sal nie altyd daar wees om raad te gee nie [1] en hoe langer 'n mens te veel versnaperings/gemorskos eet, hoe meer sal jou gesondheid daaronder ly [1]. [2]
- (f) Jy het nie 'n keuse oor bepaalde dinge in die lewe nie [1], maar jy het wel beheer oor wat jy kies om te eet [1]. [2]

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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 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).

[Groottotaal: 15 Inhoud + 5 Taal = 20]

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- 5 (a) Die kandidaat moet 'n gepaste antwoord gee wat beide tekste behels. Een punt word gegee vir die noem/beskryf van 'n verskil tot 'n maksimum van vyf punte en een punt vir 'n verduideliking/bespreking van die verskil tot 'n maksimum van vyf punte. [10]

Voorbeelde (relevante verskille wat nie hier genoem word nie, word ook aanvaar):

- (1) Die eerste teks noem dat dit meestal ouers/die skool se verantwoordelikheid is [1] en die tweede teks dat dit eintlik die jongmense self se verantwoordelikheid is [1].
 - (2) Die eerste teks benadruk meer dat oefening'n mens gesond maak [1], die tweede teks dat goeie eetgewoontes 'n mens gesonder laat voel. [1]
 - (3) Volgens die eerste teks sal goeie rolmodelle 'n mens help om gesonder te lewe [1], terwyl die tweede teks net sê dat ouers (rolmodelle) altyd kla oor eetgewoontes [1]
 - (4) Bespreking van die voordele as jy jonk is/en die nadele as jy ouer word, soos dit in die twee tekste genoem word [max. 2]
 - (5) Oefening is 'n moeilike pad om te volg [1], terwyl die in stand hou van goeie eetgewoontes relatief maklik en eenvoudig is [1]
- (b) Die kandidaat moet 'n geskikte antwoord gee met **direkte** betrekking op Namibië en/of Suid-Afrika. As kandidate net na een van hierdie lande in hulle antwoord verwys, is dit ook aanvaarbaar. [5]

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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.

<p>5 Very good</p> <p>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>
<p>4 Good</p> <p>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</p> <p>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</p> <p>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</p> <p>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>

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5 (a) + (b)

Quality of Language: Accuracy Question 5 (a) + (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.

[Totaal: 20 (15 + 5 vir taalgebruik)]