

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Specimen for 2007

INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION

MARK SCHEME
MAXIMUM MARK: 70
SYLLABUS/COMPONENT: 0548/01 AFRIKAANS AS A SECOND LANGUAGE (Reading and Writing)



### Oefening 1

- (a) Die Indië en Nepal toer. [1]  
 (b) Omdat dit ingewikkelde Indiese beeldhouwerke het. [1]  
 (c) Die Indië en Nepal toer. [1]  
 (d) Jy kan 'n rit op die rug van 'n olifant neem. [1]  
 (e) tempel [1]  
 (f) Egipte [1] en Rusland [1]. [2]  
 (g) drie [1]
- [8]**

### Oefening 2

- Naam van persoon: Sam Roberts [1]  
 Organisasie: Hoërskool De Hoop [1]  
 Posadres: Teubesweg 23 Kommetjie, 7975 (has to be complete to get the mark) [1]  
 Duur van verblyf: 9 Desember tot 13 Desember [1]  
 Aktiwiteite: Kuns, Drama, Swem, Stap (*all four needed for one mark*) [1]  
 Ekstra aktiwiteit: Tafeltennis [1]  
 Taal: Afrikaans [1]  
 Omkring: 18.45 [1]  
 Versoeke: Agt vegetariese en twee koringvrye etes (*both needed for one mark*) [1]
- [9]**

### Oefening 3

- (a) om 'n boodskap oor te dra/om te kommunikeer/'n manier om jouself uit te druk.  
 dit kan 'n ritueel wees  
 kunsvorm  
 (*any two from these three*) [2]  
 (b) genotvol [1]  
 opwindend [1]  
 interessant om na te kyk [1]  
 (c) om alledaagse dinge voor te stel [1]  
 godsienstige redes (om te vra vir reën/om siektes gesond te maak/vrugbaarheid -  
 any one of these for one mark. A list of these will only score one mark put  
 together) [1]  
 om tradisies oor te dra [1]
- [8]**

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#### Oefening 4

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and do not mark anything exceeding 80 words, as specified in the question. (Candidates will not be assessed on anything they have written after this limit, but will not be penalised *per se* for exceeding it.)

Please note that candidates cannot score 3, 4 or 5 marks in total if they only mention differences or if they only mention similarities. They must mention at least two similarities and three differences or three similarities and two differences to qualify for 3, 4 or 5 marks.

0	meaning obscure because of density of language problems and serious problems with expression / nothing of relevance
1	expression weak / reliance on lifting from the passage
2	expression limited / reliance on copying out the notes, but some sense of order
3	expression good, with attempts to group and sequence ideas in own words
4	expression very good: clear, orderly grouping and sequencing, largely own words
5	expression outstanding: clear, orderly grouping and sequencing, almost entirely written in own words

[5]

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Oefening 5  
Oefening 7

The following general instructions, and table of marking criteria, apply to both exercises.

- Award the answer a mark for **content (C)** [out of 8] and a mark for **language (L)** [out of 7] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 15].

- **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).

- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).

- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. You then have to decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.

- When deciding on a mark for **content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands. When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands. The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.

- If the essay is considerably **less than the stated word length**, it should be put in mark band 2-3 for content or lower for not fulfilling the task.

- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.

- If the essay is **partly relevant** and therefore in mark band 2-3, the full range of marks for Language are available.

**Max. total for Oefening 5: 15 marks**

**Max. total for Oefening 7: 15 marks**

**GENERAL CRITERIA FOR MARKING EXERCISES 5 and 7**

Mark band	<b>CONTENT: relevance and development of ideas</b> (AO: W1, W2)	Mark band	<b>LANGUAGE: style and accuracy</b> (AO: W1, W3, W4, W5 – Oefening 5) (AO: W1, W3, W4, W5, W6 – Oefening 7)
<b>8</b>	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>	<b>7</b>	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</li> </ul>
<b>6-7</b>	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	<b>6</b>	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
<b>4-5</b>	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	<b>4-5</b>	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>
<b>2-3</b>	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	<b>2-3</b>	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or haphazard.</li> </ul>
<b>0-1</b>	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	<b>0-1</b>	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or haphazard. <b>Award 0 marks.</b></li> </ul>

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### Oefening 6

- (a) Om kos te verskaf aan honger kinders. [1]
- (b) Vigs/tuberkulose [1]
- (c) Nee [1], hulle het sopbene en groente gratis by plaaslike winkels gekry [1]. [2]
- (d) Dikwels word ou mense se pensioene oor naweke deur hul kinders bestee. [1]
- (e) Hulle doen bou- en messelwerk/hulle is arbeiders.  
 Hulle hou toesig.  
 Hulle doen administrasie  
 Hulle bestuur die pakhuis  
 (Any two of the above.) [2]
- (f) Sy is trots daarop [1], want sy reken die vrouens werk/pleister beter as die mans/vroue kan mans leer hoe om beter te werk/pleister.[1] [2]
- (g) Kinders het die kans om in 'n veilige/ordentlike omgewing op te groei. [1]

[10]