

Cambridge International AS Level

AFRIKAANS LANGUAGE

8679/02

Paper 2 Reading and Writing

October/November 2025

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **8** 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 descriptions 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Credit for good language or content point
	Incorrect
	Omission
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.
	Irrelevant
	Meaning unclear or illegible
	Used to show that blank pages have been seen
Highlighter	Highlight
On-page comment	Wrong question number given by candidate
Off-page comment	Used to make a holistic comment about the script

Question	Answer	Marks
1(a)	slim	1
1(b)	kies	1
1(c)	sielkundige	1
1(d)	bepaalde	1
1(e)	gewild	1

Question	Answer	Marks
2(a)	Suzanne sê dat daar gewoonlik ingeboude beloftes in die advertensieteks is.	1
2(b)	Hulle het persoonlike voornaamwoorde gereeld in advertensies gebruik. / Hulle het gereeld persoonlike voornaamwoorde in advertensies gebruik.	1
2(c)	Sekere woorde het dikwels in advertensies voorgekom.	1
2(d)	Om 'n skeppende teks te skryf is die grootste uitdaging vir 'n kopieskrywer. / Om 'n skeppende teks te skryf is vir 'n kopieskrywer die grootste uitdaging.	1
2(e)	Dan moet hierdie polis gekoop word.	1

Question	Answer	Marks
3(a)	Dit is woord-ekonomies / gebruik min woorde. / Woorde word spaarsamig gebruik. ✓ Dit is spreektaal / [lyk na] eenvoudige taal. ✓ Dit is op 'n [spesifieke] teikenmark gerig. ✓ Dit dra beloftes oor. / Dit belowe iets. ✓	4
3(b)	Advertensies het korter/bondiger geword ✓ soos wat / omdat mense se tyd minder geword het. ✓	2
3(c)	Woorde / Persoonlike voornaamwoorde [soos ""jy" en "jou"] laat mense voel daar word persoonlik met hulle gepraat. ✓ Woorde [soos "nou" en "gou"] laat mense voel hulle moet 'n produk dringend kry. ✓ Woorde [soos "uniek" en "eksklusief"] laat mense spesiaal voel. ✓	3
3(d)	Vier van vyf: Dit is vars / oorspronklik. ✓ Dit is skeppend / kreatief. ✓ Dit laat die produk verkoop / is effektief. ✓ Dit vermaak mense. ✓ Dit laat mense die produk onthou. ✓	4
3(e)	Marknavorsers gee vir hulle inligting [oor die produk] / help hiermee. ✓ Hulle gebruik self die produk. ✓	2

Question	Answer	Marks
4(a)	As noodsaaklik vir die ekonomie ✓, soos die hart vir die liggaam ✓.	2
4(b)	Mense moet dit kan glo / Dit moet realisties wees. ✓ Dit moet mense opvoed / iets leer. ✓ Dit moet mense oortuig / iets laat glo. ✓ [Geen punt(e) word gegee indien slegs “geloofwaardigheid”, “opvoedingswaarde” en “oortuigingswaarde” genoem word nie.]	3
4(c)	Enige vier: Dit is goed om [sak]geld [van jongs af] te verdien. ✓ Dit is goed om hard te werk. ✓ Dit is goed om geld te spaar. ✓ Goeie ouers gee om vir hulle kinders / wil die beste vir hulle kinders hê. ✓ [Volwasse] kinders gee om vir hulle ouers / help ouers finansieel. ✓	4
4(d)	Die advertensie maak 'n [positiewe / aangrypende] indruk op haar ✓ omdat dit geen lae pryse of produkte noem nie, ✓ maar op vriendelikheid fokus / impliseer dat dit 'n vriendelike winkel is. ✓	3
4(e)	Die eerste een impliseer dat om dokter te wees, 'n beroep vir mans is. ✓ Die tweede impliseer dat dit aanvaarbaar / higiënies / gesond is dat 'n hond jou gesig lek. ✓ Die derde een impliseer dit is in orde om iets wat nog bruikbaar is, weg te gooi. ✓ [Let Wel: Indien leerders slegs “Advertensies ondermyn goeie waardes” in plaas van bogenoemde antwoord, word slegs een punt toegeken.]	3

Question	Answer	Marks
5(a)	Kandidate gebruik inligting uit albei tekste in hulle antwoorde.	
	<p>Ooreenkomste: Noem en bespreek vier sinvolle ooreenkomste, byvoorbeeld: (4 punte)</p> <ul style="list-style-type: none"> • Albei tekste noem dat advertensies mense wil oorreed. ✓ • Albei tekste verwys na vereistes vir goeie advertensies. ✓ • Albei tekste verwys na die indirekte boodskap van advertensies. ✓ • Albei verwys na beloftes wat advertensies maak. ✓ • Albei tekste verwys na hoe advertensies mense beïnvloed. ✓ • Albei tekste verwys na die rol van advertensies in die ekonomie. ✓ <p>Let Wel: Nie “albei tekste handel oor advertensies” nie – dit word in die opdrag genoem.</p>	4
	<p>Verskille: Noem en bespreek drie sinvolle verskille, byvoorbeeld: (6 punte)</p> <ul style="list-style-type: none"> • Teks 1 fokus op die rol van die kopieskrywer, ✓ terwyl teks 2 op die sukses van advertensies fokus. ✓ • Teks 1 fokus op die gebruik van taal in advertensies, ✓ terwyl teks 2 op die skrywer se reaksie op advertensies fokus. ✓ • Teks 1 fokus op positiewe aspekte van advertensies, ✓ terwyl teks 2 goeie en swak advertensies bespreek. ✓ • Teks 1 is 'n objektiewe bespreking [van advertensietaal], ✓ terwyl teks 2 die skrywer se subjektiewe mening [van advertensies] gee. ✓ <ul style="list-style-type: none"> • Teks 1 verwys nie na spesifieke advertensies nie, ✓ terwyl teks 2 spesifieke advertensies noem. ✓ 	6
5(b)	Kandidate gee 'n gemotiveerde respons.	5

Generic mark schemes**Quality of Language – Accuracy (Questions 3, 4 and 5)**

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.

Additional marking guidance for Quality of Language – Questions 3 and 4

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

Question 5 Length of 5(a) + 5(b) (Summary and Response to the texts)

Writing within the maximum length is part of the task, and candidates who remain within the limit (140 words in total) deserve credit. There is 10-word latitude to bring the tolerated total to 150 words.

For these purposes, a word is defined as any item that stands alone and is not joined by a hyphen or apostrophe.

Question 5(b) – response to the texts

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. Additional guidance on marking specific questions will be given to examiners.

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.

In Question 5, the Quality of Language mark will not exceed 50% of the sum of the other two marks for **5(a)** and **5(b)**. This is to prevent candidates producing (possibly pre-learned) material which may be in high-quality Afrikaans but has little or nothing to do with the question.