



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

**AFRIKAANS AS A SECOND LANGUAGE**

**0548/05**

Paper 5 Oral Assessment A

**October/November 2018**

**Approx. 15 minutes**

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

For the first part of this oral your Examiner will ask you a few questions about yourself. This section will not be marked.

Your oral achievement will be based on the assessment task outlined on the back of this card. The whole test should take about fifteen minutes.

**LEES EERS HIERDIE INSTRUKSIES**

Tydens die eerste deel van hierdie mondeling sal die eksaminator jou 'n paar vrae oor jouself vra. Dit is nie deel van die eksamen nie.

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This document consists of **2** printed pages.

## A Tyd

Tyd is meer waardevol as geld. Daar is net vier-en-twintig uur in 'n dag!

Bespreek hierdie onderwerp met die eksaminator.

Gebruik asseblief die volgende idees om die gesprek te laat vlot:

- Kere wat jy gevoel het dat die dag te kort is vir alles wat jy wil doen.
- Die idee dat ouers en onderwysers te veel van die jeug verwag en hulle te veel huiswerk moet doen.
- Die gedagte dat van uitstel kom afstel.
- Die standpunt dat media, soos selfone en tablette, baie van tieners se tyd mors.
- Idees oor wat jou kan help om jou tyd goed te benut.

Jy kan ook enige van jou eie **verwante** idees gebruik.

Jy mag egter geen notas maak nie.

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**B Tuis in jou land**

Oos, wes ... Is tuis bes?

Bespreek hierdie onderwerp met die eksaminator.

Gebruik asseblief die volgende idees om die gesprek te laat vlot:

- Die gedagte dat die gras groener is in 'n ander land as in jou eie.
- Die standpunt dat jou land deel van jou identiteit is.
- Die gedagte dat dit nie gaan om wat 'n land jou kan bied nie, maar wat jy vir 'n land kan bied.
- Die idee dat Suider Afrika 'n plek is vir avonturiers en baie potensiaal het.
- Die gedagte dat enige land jou tuiste kan wees, solank jy positief bly.

Jy kan ook enige van jou eie **verwante** idees gebruik.

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## C Liefdadigheid

Word daar genoeg gedoen om minderbevoorregtes te help?

Bespreek hierdie onderwerp met die eksaminator.

Gebruik asseblief die volgende idees om die gesprek te laat vlot:

- Die gedagte dat liefdadigheid van jongsaf by die huis en op skool moet begin.
- Die gedagte dat mense slegs by liefdadigheid betrokke is, om hulself beter te laat voel.
- Die gedagte dat minderbevoorregtes moet leer om hulself te help eerder as om net ondersteuning te ontvang.
- Die idee dat professionele mense moet gedwing word om gratis dienste te lewer.
- Liefdadigheid hoef nie noodwendig geld te kos nie. Wat help meer: jou tyd of jou geld?

Jy kan ook enige van jou eie **verwante** idees gebruik.

Jy mag egter geen notas maak nie.

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## D Kompetisie

Uitbinker of uitgebrand?

Bespreek hierdie onderwerp met die eksaminator.

Gebruik asseblief die volgende idees om die gesprek te laat vlot:

- Kere wat kompetisie vir jou aangenaam of onaangenaam was.
- Die idee dat sukses sinoniem met wen geword het en dat daar te veel druk op prestasie geplaas word by die huis en op skool.
- Die gedagte dat kompetisie kinders leer om oneerlik te wees.
- Die standpunt dat jy deur middel van kompetisie waardevolle lewenslesse vir die toekoms leer en dat dit jou uit die kwaad hou.
- Die gedagte dat alle soorte kompetisie gelyke erkenning op skoolvlak moet kry.

Jy kan ook enige van jou eie **verwante** idees gebruik.

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## E Materialisme

Die rol wat geld en besittings in mense se lewens speel word al hoe groter.

Bespreek hierdie onderwerp met die eksaminator.

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- Die idee dat meer besittings en geld jou gelukkiger maak.
- Die gedagte dat vandag se jeug meen, dat hulle op 'n bepaalde leefstyl en duur besittings, soos selfone, rekenaars en karre geregtig is.
- Die standpunt dat tieners hulle duur besittings te maklik verwaarloos of beskadig, aangesien hulle nie self daarvoor betaal het nie.
- Die gedagte dat materialisme ook ouers jaag en dat hulle sodoende hulle kinders afskeep.
- Die gedagte dat materialisme druk op tieners sit en dat hulle in klasse verdeel word as gevolg van hoeveel hulle besit.

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