NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2020

ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER II

MARKING GUIDELINES

Time: 2½ hours 100 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

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SECTION A LITERATURE: *The Hundred-Year-Old Man Who Climbed Out of the Window and Disappeared* – Jonas Jonasson

QUESTION 1 CONTEXTUAL AND PARAGRAPH QUESTIONS

1.1 Where did Allan work as an errand boy?
He worked at an explosives company/ Nitroglycerine company. (1)

1.2 Using evidence from the novel, give a possible reason why 'Allan's great interest in world events did not include any interest in trying to change them.'

Marker's discretion. Award marks for:
- **an explanation as to how his childhood may have influenced this view (1)**
- **giving examples from the novel (1)**
- **coming to a conclusion, linking the above-mentioned two ideas (1)**

Possible answer:
Allan's father had strong views on socialism and they landed him in trouble. This led to conflict between his mother and father and also led to his father losing his job. This meant that he could no longer support his family financially. Allan had thus been exposed to the cruelties of politics from a young age.
Or
Allan's father left Sweden for Russia because he supported Russia's political views. He sent numerous letters home explaining the situation in Russia, i.e. changing his views from socialism to supporting a republic. His father was shot because of his political views. Allan had thus been exposed to the cruelties of politics from a young age. (3)

1.3 Briefly explain the events that led to Allan's father's death.
The same day that Allan's father bought a piece of land in Russia, Lenin declared that there would no longer be private ownership of land. (1) Allan's father put up some planks on a piece of land, proclaiming the area to be an independent republic, 'The Real Russia'. (1) Two soldiers came to pull down the plank fence. Allan's father tried to defy them and was shot and killed. (1) (3)

1.4 Explain how Allan dealt with the death of each of his parents.
Father – Allan chopped wood and dealt with his father's death on his own, quietly.
Mother – He stayed in the kitchen and while she was being carried out, whispered his goodbyes quietly.
(1 mark for each parent) Only 1 mark awarded if candidate wrote: He did so quietly. (2)

1.5 Allan's parents undoubtedly had an influence on shaping his identity. Provide a detailed discussion of the statement above by referring to

- a specific character trait of each of his parents
- events that highlight this character trait
- how these character traits shaped Allan's identity

Father: Allan's father was a forward-thinking man. He supported the use of contraceptives and was condemned for it by the people of his time. Allan also did not believe the 'nonsense' that was broadcast by politicians at a time when everyone had strong political views, e.g. he went to Spain and though he blew up bridges, he never got involved with a specific political party. See other examples.
1 mark = father's characteristic; 1 mark = how this shaped Allan's identity; 1 mark = reference to novel
Mother: His mother gave him his life's philosophy, namely 'Things are what they are, and whatever will be will be.' This philosophy shaped Allan in that he accepted what life threw at him – never wanting more or judging people, e.g. when the police arrived at Bosse's house to question them, he was calm and ready to face whatever was coming their way. See other examples.
1 mark = mother's characteristic; 1 mark = how this shaped Allan's identity; 1 mark = reference to novel. (6)
[15]

QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

Taking into consideration all the 'crimes' that Allan commits in the weeks after he turns 100, do you think he is less of a criminal than The Boss, Bolt and Bucket?

Write a paragraph of **180 words** in which you share your thoughts on the question above. Your response must include:

- Reference to criminal incidents in which Allan is involved from 2 May 2005 to 26 May 2005.
- Reference to the criminal incidents that the *Never Again* gang members are involved in.

Relevant content, well-reasoned statements and examples linked to the brief and the novel	10 marks
Clear stance and overall convincing voice	2 marks
Language/style/register is appropriate	3 marks

Learner's own opinion/stance should be clearly expressed. Allow for both sides. Then, supporting detail must be provided based on, but not limited to, the text.

Possible response/content for thinking Allan Karlsson is <u>less of a criminal</u> than The Boss, Bolt and Bucket.

- Allan may have stolen the suitcase because, as an old man, he does not know what to do with it when the bus is about to depart while the *Never Again* gang member is still in the restroom.

- We can't blame Allan for forgetting to switch off the freezer while Bolt is locked in there since elderly people are often forgetful. Bolt is also a dangerous criminal who has shown violent and threatening behaviour toward Allan and Julius.
- When Allan orders Sonja to sit on Bucket, he is doing it in self-defence as Bucket has a weapon and could have killed Allan and his friends.
- The Boss, Bucket and Bolt, on the other hand, are hard-core criminals. We know that they obtained the money through a drug deal.
- The violent manner in which Bolt treats the little man at the bus stop shows that he is used to violence and treating people cruelly.
- The fact that Bucket owns a weapon and threatens Allan and his friends with it, shows that he is a real criminal.
- Also, the fear that the gang members have for their leader, The Boss, shows that he is as ruthless in his dealings as a hard-core criminal.

Possible response/content for thinking Allan Karlsson's criminal acts make him <u>as much of a criminal</u> as The Boss, Bolt and Bucket.

- 'This passenger was wondering why he had stolen a big grey suitcase on four wheels. Was it because he could and because the owner was a lout, or because the suitcase might contain a pair of shoes and even a hat? Or was it because the old man didn't have anything to lose? Allan really couldn't say why he did it.'
  This quotation can be seen as a type of confession from Allan. It indicates that he is very much aware of the fact that he is taking something that doesn't belong to him. This is stealing. Just because stealing a suitcase seems like a petty crime compared to violent crimes, it does not mean Allan is less of a criminal than the members of the *Never Again* gang who deal in drugs and use violence to get what they want.
- The fact that Allan forgets to switch the freezer off, which leads to the death of Bolt, shows that Allan is a hard-core criminal. He is also more interested in his breakfast than in the death of a man. His calm manner when dumping the body at the factory site shows that he is used to crimes of this manner.
- The cool and collected way in which he orders Sonja to sit on Bucket shows that he has been in a tight spot before and that he is able to devise plans to get himself out of trouble.
- The fact that he agrees to fabricate a story to the police shows that he does not take responsibility for his criminal actions. Although he does not use the extreme violence that the *Never Again* members use, and he also does not instil the kind of fear that they instil, he is still a criminal – people die and lose possessions due to Allan Karlsson's deeds.

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QUESTION 3 DIALOGUE

It has been a month since Allan and his friends moved to Bali, Indonesia, 'a country where everything is possible', according to Allan. He decides to give Director Alice, the director of the Old People's Home in Malmköping, a telephone call. She is very surprised to hear from Allan, but also curious to hear what the old rascal has been up to.

In a dialogue of approximately 180 words (content only), write down the telephone conversation you imagine could have taken place between Director Alice and Allan in which he tells her about his new life in Bali, Indonesia.

Relevant and creative content linked to the question	7 marks
Dialogue format	1 mark
Meaningful gesture in present tense	1 mark
Conversational style	1 mark

Expected content: NB No preamble of greetings and musings

- Allan and his friends bribe their way into Bali. Their travel company also includes an elephant, Sonya, and a dog, Buster.
- They all stay in Amanda Einstein's hotel where Allan is served as many drinks as he likes!
- Benny and The Beauty get married on the island; Bosse and Julius enjoy fishing, while Inspector Aronsson becomes a member of the Balinese upper class.
- Allan and Amanda become very close; they take long walks on the beach while holding hands to keep their balance.
- Allan and Amanda decide to get married, because 'Allan couldn't see any decisive objection to what Amanda had just proposed.' Accept any other relevant fact(s).

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QUESTION 4 ESSAY WITH GUIDELINES

It is true that Allan Karlsson is a very intelligent man who acquires many skills during his lifetime. He survives near-death experiences on numerous occasions. His survival can possibly be attributed to his specialised skills. However, one cannot help thinking that **luck** also plays an important part in his survival of many of these life-threatening ordeals.

Write an essay of **250 words** in which you discuss how **luck** plays a role in Allan Karlsson's life during his working career. Refer to what we know about his life **before his 100th birthday**.

Marker's discretion; please allow for any relevant content from his life before he turns 100. Expected responses may include:

Paragraph 1: Briefly introduce the topic of *luck* in relation to Allan Karlsson's life.
Echo question and relate to the topic above: luck.

Paragraph 2: Discuss how luck plays a part in Allan's *no-planning* attitude.
- Allan gets on his bicycle and decides to travel north, 'because that direction seemed to Allan to be as good as any'.
- He accidentally comes across a foundry, where he is lucky to find a job at a time when jobs are scarce (after the war).
- He meets Esteban, a Spanish man who teaches him to speak Spanish fluently; this saves him when he meets General Franco.

Paragraph 3: Discuss how luck plays a part in Allan meeting an important person.
Saving General Franco's life turns out to be very lucky as he feels that he owes Allan his life. Shortly after Allan saves his life, he becomes the leader of Spain which enables him to provide Allan with all the necessary documents to leave Spain.

Paragraph 4: Discuss how luck plays a part in one of Allan's escape attempts.
Escaping from Iran: When the police chief puts his cigarette in Allan's coffee cup, this turns out to be very lucky for Allan. It explodes because it contains nitroglycerine mixed with black ink. Allan does not have the documentation to leave the country, but his luck continues in that he is able to make a direct phone call to President Truman, who contacts the Swedish prime minister and asks him to organise a Swedish passport for Allan with full diplomatic immunity and to help him with travel arrangements to Sweden.

Paragraph 5: Conclude with why these experiences can be seen as lucky.
Allan escapes many near-death experiences at a time when politics is volatile and the fact that he survives these on numerous occasions, makes him a very lucky man.

Relevant content for each of the paragraph topics provided	15 marks
Paragraph structure; suitable title; appropriate register	3 marks
Use of language conventions	2 marks

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QUESTION 4 ESSAY WITH GUIDELINES

ASSESSMENT RUBRIC FOR LITERARY ESSAY

	%	CONTENT = 15			STYLE = 5	
LEVEL	***%***	***MARK /15***	***CLASSIFICATION***	***CRITERIA***	***MARK /5***	***CRITERIA***
7	100 97 93 90	15 14.5 14 13.5	Outstanding	**An impressive and distinguished essay that is succinct and stands out above the rest**. • Thorough and impressive, in-depth knowledge of the text. • Exemplary understanding: can reproduce relevant facts insightfully within the question. • Every point relevant to the topic. • Thorough literary appreciation: understands, enjoys, can evaluate.	5 4.5	• Planned, structured, well-considered argument with effective linkage and excellent cohesion. • Logical progression of argument. • Lucid, eloquent. • **Original expression.** • Excellent control of tone. • Textual substantiation of every comment. • Excellent vocabulary and language structures. • Formal language usage. • Grammatically correct. • Third person. • Present tense.
	87 83 80	13 12.5 12	Excellent Distinctive	**A perceptive essay that is commendable and well-structured.** • Thorough, accurate and confident knowledge of the text. • Mature understanding: integrates and elaborates textual references insightfully. • Maintains consistent focus. • Literary appreciation is evident.	4	
6	77 73 70	11.5 11 10.5	Very good	**A skilful, competent essay that is focused.** • Very good, accurate knowledge of the text. • Very good understanding: argument is developed logically; may have minor lapses. • Relevant textual references – these could have been used with greater effect. • Good appreciation of the text.	3.5	• Planned, structured argument with good linkage. • **Clear expression**, coherent. • Control of tone. • Textual substantiation of comments. • Very good vocabulary and language structures. • Formal language usage. • Grammatically correct. • Third person. • Present tense.
5	67 63 60	10 9.5 9	Good Average/ Satisfactory	**An essay that "does the job".** • Adequate knowledge of text. • Satisfactory understanding: argument is developed in an adequate manner and most points relate to topic. • Mostly relevant textual references; some generalisations. • Some appreciation of text.	3	• Adequate linkage to show logical progression, sound introduction and conclusion. • **Plain expression.** • Most comments supported by appropriate substantiation. • Some duplication of comment. • Satisfactory vocabulary and language structures. • Predominantly formal language. • Third person. • Odd fluctuations from present tense.
4	57 53 50	8.5 8 7.5	Less than satisfactory	**An undeveloped essay that attempts to engage with the question.** • Reasonable knowledge of the text. • Simplistic understanding of question: argument is partly developed; narrow interpretation and vague reference to the topic. • Attempts to answer given question; vague textual references.	2.5	• Introduction and conclusion, some linkage to show progression. • **Pedestrian expression.** • Partial support of comment with textual substantiation. • Simple vocabulary and language structures. • Predominantly formal language. • Predominantly third person. • Fluctuations from present tense.
3	47 43 40	7 6.5 6	Adequate	**A simplistic essay that struggles to engage with the question.** • Limited understanding of the text. • Errors of understanding of question and/or content, muddled. • Little or no referencing/ flawed referencing. • Only hints at topic.	2	• Lack of planning, poorly structured. • Weak introduction and conclusion. • Haphazard, disjointed, rambling, very poor linkage. • Some distracting errors with textual substantiation. • Weak vocabulary and sentence structures. • Use of colloquialisms, contractions. • Limited textual substantiation.
2	37 33 30	5.5 5 4.5	Passable but inadequate	**A poor essay that is muddled, vague and/or inaccurate.** • Unsatisfactory knowledge of the text. • A weak, flawed response, which might be off topic. • Very few, if any links of textual referencing to the question. • Difficult to identify any distinct argument; unfocused.	1.5	Defective: • unstructured, sloppily written. • requiring marked effort to understand. • paragraph links problematic. • serious vocabulary and sentence structure errors. • poor textual substantiation.
1	27 23 20	4 3.5 3	Erroneous	**An extremely weak essay; at times displays a feeble attempt to engage with the text.** • Poor/incomplete/flawed/no knowledge of the text. • The essay is vague, muddled and lacks focus. • No links of textual referencing to the question.	1	Defective: • unstructured, sloppily written. • requiring marked effort to understand. • no linkage. • serious vocabulary and sentence structure errors. • disjointed textual substantiation.
	17 13 10 7 3	2.5 2 1.5 1 0.5	Incompetent	**A totally incompetent essay; displays no link to the text or the question.** • Serious errors of understanding of the question and/or the text. • Complete misinterpretation of topic. • Vague attempt to produce a response.	0.5	• Barely intelligible.

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60 marks

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SECTION B TRANSACTIONAL WRITING

QUESTION 5 LONGER TRANSACTIONAL PIECE: MAGAZINE ARTICLE

This rubric serves to guide the marking process. Markers should be aware that the mark for the PURPOSE element need not correspond with the mark for "LANGUAGE AND FORMAT". A candidate may, for example, achieve a level 7 for "PURPOSE", but only a level 5 for "LANGUAGE AND FORMAT" (e.g. 13 + 9 = 22).

		PURPOSE	LANGUAGE AND FORMAT
LEVEL	**MARK**	**DESCRIPTOR**	**DESCRIPTOR**
		12–15	**12–15**
7	**30 29 28 27 26 25 24**	The candidate can write original and coherent texts, skilfully adapting to different audiences, purposes, formats and contexts. A mature personal style is evident. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register is displayed. Excellent evidence of editing enhances the overall expression of the candidate's viewpoint. All elements of the format are correct.
		10,5–11,5	**10,5–11,5**
6	**23 22 21**	The candidate is able to write original and coherent texts, can adapt to different audiences, purposes, formats and contexts although this is not completely sustained. There is evidence of a personal style and a thorough engagement with the question, although some depth may be lacking in places.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although there may be occasions where this is not fully sustained. Very few grammar or spelling errors. There may be minor errors in the format.
		9–10	**9–10**
5	**20 19 18**	The candidate is able to write with some degree of originality and attempts to adapt to different audiences, purposes, formats and contexts, although some areas jar with the question requirements. There is limited evidence of personal style. An average response.	Average response; pedestrian, but not seriously flawed. Mostly accurate use of vocabulary; language conventions and sound understanding of register. Minor errors. Format mostly correct.
		7,5–8,5	**7,5–8,5**
4	**17 16 15**	The candidate is generally able to write with some originality and tries to take into account different audiences, purposes, formats and contexts, although this is not entirely successful. Limited personal style is evident.	The candidate tries to apply conventions, but the product is flawed and has a number of language and punctuation errors. An attempt at employing the correct format has been made, but one or two errors are evident. There is limited understanding of appropriate register.
		6–7	**6–7**
3	**14 13 12**	An attempt is made to produce original texts which take into account different audiences, purposes, formats and contexts, but this is not always done correctly. Style is sometimes unoriginal and involves "borrowing" from other work.	Flawed product which only vaguely follows format. Poor spelling and grammar. Meaning is not always clear. Register is usually at odds with the demands of the task.
		4–5,5	**4–5,5**
2	**11 10 9 8**	Limited originality and inadequate attention to purpose, context and format. Generally no personal style. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product. Marred with language, punctuation and vocabulary errors. No understanding of appropriate register. Some attempt at format albeit incorrect.
		0–3,5	**0–3,5**
1	**7 6 5 4 3 0–2**	Little or no evidence of engagement with the question or cohesion; no attention to purpose, context or format. A completely flawed response.	No evidence of language conventions; inability to use correct register; communication marred; short or rambling. No idea of format.

[30]

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QUESTION 6 SHORT TRANSACTIONAL PIECE: INSTRUCTIONS

ASSESSMENT RUBRIC

This rubric serves to guide the marking process. Markers should be aware that the mark for the PURPOSE element need not correspond with the mark for "LANGUAGE AND FORMAT". A candidate may, for example, achieve a level 7 for "PURPOSE", but only a level 5 for "LANGUAGE AND FORMAT" (e.g. 4 + 3 = 7).

		PURPOSE	LANGUAGE AND FORMAT
LEVEL	**MARK**	**DESCRIPTOR**	**DESCRIPTOR**
		4–5	**4–5**
7	**10** **9** **8**	Candidate can produce an original and coherent short text, skilfully adapting to different audiences. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register displayed. Excellent evidence of editing enhances the overall expression of the candidate's message.
		3,5	**3,5**
6	**7**	Candidate is able to produce an original short text, although this is not always sustained. There is evidence of a personal style and engagement with the question.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although not always sustained. Very few grammar or spelling errors.
		2,5–3	**2,5–3**
5	**6** **5**	Candidate attempts to adapt to different audiences and contexts, although some areas jar with question requirements. An average response.	Pedestrian but not seriously flawed. Mostly accurate use of vocabulary and language conventions. Minor errors.
		1,5–2	**1,5–2**
4	**4** **3**	Candidate tries to take into account different audiences, purposes and contexts, although this is not entirely successful.	Candidate tries to apply conventions, but there are a number of language and punctuation errors. There is limited understanding of appropriate register.
		1	**1**
3	**2**	An attempt is made to produce an original text which takes into account different audiences, purposes and contexts, but this is not always done correctly.	Flawed product with poor spelling and grammar. Meaning is not always clear. Register usually at odds with the demands of the task.
		0,5	**0,5**
2	**1**	Inadequate attention to purpose and context. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product marred with language, punctuation and vocabulary errors. No understanding of appropriate register.
		0	**0**
1	**0**	No evidence of engagement with the question. No attention to purpose or context. A completely flawed response.	No evidence of language conventions. Inability to use correct register. Communication marred.

[10]

40 marks

Total: 100 marks

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