NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2023

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 QUESTIONS

1.1 Explain how it came about that Benny and Bosse made peace.

When the group of friends arrive at Bellringer farm, Benny hands his brother three million crowns and apologises for the way he handled the inheritance money. Allan also helps to create peace by telling the brothers to down a bottle of vodka together 'and then look ahead'.
Any two ideas illustrating how the brothers made peace.

1.2 Bosse is impressed by Benny's knowledge. How did Benny acquire all this 'impressive' knowledge?

He used his uncle Frasse's (inheritance) money (1) to study various degrees at university and just before completing a course he moved onto another (1).

1.3 Give any example where one of Benny's 'almost-degrees' helped the newly found friends.

Almost vet: he used his knowledge to prescribe antibiotics for the injured elephant, Sonya who was The Beauty's elephant.
Almost doctor: he could help an injured Pike Gerdin (The Boss) after the yellow bus crashed into his BMW X5.
MD: please allow for any relevant example.

1.4 'Allan didn't make much of a fuss about anything.'

Discuss the validity of the above statement by referencing one example from the novel that illustrates this.

Marker's discretion: please allow for any relevant content that illustrates this statement.

Possible response:
When Allan had had enough of the drunk anti-communist soldiers on the boat, while blowing up bridges to fight communism, he did not say much, but rather took action. He saved Mao Tse-tung's wife and quietly left the boat to make his journey back to Sweden.
Another possible response:
When Allan was sentenced to 30 years' imprisonment in Vladivostok, he accepted his fate and quietly went along with the rules. He did not complain about being treated unfairly. When he felt that it was time to have a drink, he quietly started planning his escape.

2 marks = any example illustrating the statement; 1 mark = content presented at an angle that shows the validity of the statement.

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1.5 Give a detailed account of how it came to be that Allan had 'a delightful time … on the island of Bali once upon a time, when he was vacationing with money he had got from Mao Tse-tung.'

- Allan and Herbert escaped from Vladivostok, travelling via North Korea.
- They pretended to be an important Russian Marshal and his aide, delivering a message from Stalin to the North Korean leader, Kim Il Sung.
- Their deceptive plan, comes to light, but Mao Tse-tung just so happens to be a guest of the North Korean leader and when he realises that Allan is the man that saved his 3rd wife from the anti-communists, his gratitude knows no bounds.
- He provides them with fake British passports and a pile of American dollars to go vacationing anywhere in the world.
- Allan's requirement is to find a place that is sunny with white beaches and where he could drink as many drinks (of his choice!) as he pleased 'without an accompanying political lecture'.
- Mao suggests they go to Bali and that is how Allan landed up there.

Content must be well-explained and must lead to giving a clear account of how Allan lands up in Bali. Markers may award 2 marks for each well-explained fact, therefore 3 × 2 = 6 marks.

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QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

The writer of this book review, Suniti Kunar claims that according to Allan 'there is nothing that cannot be solved over a bottle of vodka'.

In a paragraph of approximately **180 words** share your thoughts on whether you think that Allan Karlson managed to solve problems/ defuse stressful situations by having a drink with important leaders or acquaintances.

Content – a mark out of 10 for relevant content, well-reasoned statements and examples linked to the review and the novel.	10 marks
Language/style/clear stance and overall convincing voice.	5 marks

Learner's own opinion/stance should be clearly expressed. Allow for both sides. Then, supporting detail must be provided.

Possible response/content for supporting that vodka can solve any problems.

- Allan has dinner with the American vice-president where they enjoy a lovely meal together and too much to drink! This evening's socialising over vodka (and tequila) is such a success that Allan makes a friend for life. It is Truman who gives Allan the job of blowing up bridges in China where he saves Mao Tse-tung's 3rd wife. This act later saves Allan's life in North Korea. Truman is also able to verify Allan's identity when he wants to leave Tehran, helping Allan get back to Sweden. Truman speaks so highly of Allan that the Swedish Prime minister organises for Allan to stay in the best hotels in Sweden. All of these events are directly/indirectly the cause of one night's drinking together with the, then vice-president.
- Allan travels to Russia by submarine with Yury Popov. That evening they drink lots of vodka together. Yury starts singing from his favourite operas and Allan tells him how he solved the atom bomb problem. Over a bottle … or two … or three of vodka they immediately become good friends. When things go wrong with Allan's meeting with Stalin, it is Yury who indirectly saves Allan's life as he organises for extra blankets when Allan is imprisoned for 30 years in Vladivostok. This 'vodka-bond' is so strong that many years later, Allan convinces his friend to become an American spy and they continue to find ways, over a bottle of vodka, to keep the peace between Russia and America.

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Possible response/content for vodka not solving all problems.

- Stalin invites Allan to dinner at the Kremlin. Only the best food and drinks are served. Between all the vodka flowing, Stalin starts singing and dancing. Allan then goes on to recite a poem by a Swedish poet, Verner von Heidenstam, who was known for his love of Germany. Stalin is greatly offended by this and the festive mood immediately changes. Allan is not intimidated by Stalin and perhaps the vodka loosens his tongue, and he goes on to tell Stalin of his friendship with General Franco, Truman, how he saved Churchill's life (arch enemies of Stalin!). He further insults Stalin by telling him that he blew up bridges in China, to overthrow Mao Tse-tung's communist reign. Stalin is so upset that he downs a full glass of pure vodka. Allan continues to insult him by telling him to shave off his moustache. If they had not had so much to drink, perhaps Allan would have been more his diplomatic self, not insulting Stalin and Stalin would not have overreacted by sending an explosives expert to prison, where he later caused the destruction of the whole of Vladivostok.
- When Benny and Bosse have an argument about their uncle's inheritance money, Allan tells them that the solution is 'to down a bottle of vodka together and then look ahead'. Benny, however, is a teetotaller and therefore cannot participate in this peace ritual. They are able to resolve their conflict without Benny drinking alcohol.

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QUESTION 3 DIALOGUE

Having just gotten married to Amanda Einstein (his latest 'adventure'), the two of them are lying under a parasol on a white sandy beach in Bali. Amanda asks her husband to tell her about **ONE** of his many adventures in his life of 100 years.

She wants to know:
– how the adventure came to be.
– how this affected his life.
– any other relevant information that he would like to share about the specific adventure.

Write down the conversation that ensues between Allan and Amanda in a dialogue of **180 words** (content only).

***MD: please allow for any relevant example that is presented as an adventure.**

Possible content: NB No preamble of greetings and musings.

An example from the historical story timeline:
- After meeting Estebán at the factory where they worked together as ignition specialists, Allan accepts his invitation to travel to Spain. Allan's main motivation for this is the hope to see a black man.
- After Estebán is killed Allan offers his services to the military forces in exchange for food and good alcoholic drinks and on the condition that he wears civilian clothing.
- Towards the end of the war, he plants a bomb and as General Franco and his soldiers want to cross the bridge, he warns them to get away from the bridge which saves their lives.
- General Franco is extremely grateful towards Allan and invites him to dinner: paella and something to drink.
- The next morning the war was over, General Franco becomes the leader of Spain and offers Allan a job, which he declines – he wants to go back to Sweden.
- General Franco grants Allan documents to travel back to Sweden, but Allan decides to take a boat to America instead.

An example from the modern story timeline:
– Allan escapes from the old age home on his 100th birthday.
– He makes his way to the bus stop where he buys a ticket and steals a man's suitcase.
– This leads him to Byringe station where he befriends petty thief, Julius Johnson.
– This in turn leads them to hiring Benny as their chauffeur where they meet The Beauty and stay on her farm.
– They then go and hide on Bellringer farm, Benny's brother, Bosse's farm.
– Allan makes so many new friends because of his escaping from the old age home.
– The end result is that they go vacationing in Bali, where he marries Amanda and enjoys an easy life.

Content – a mark out of 7 for relevant and creative content linked to the question.	7 marks
Dialogue format, occasional, meaningful gesture in present tense and conversational style.	3 marks

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QUESTION 4 ESSAY WITH GUIDELINES

In an essay of approximately **250 words**, discuss the theme of **optimism** with regard to Allan Karlsson's survival through his many ordeals/near-death experiences.

Marker's discretion: please allow for any relevant content that shows how Allan's optimism gets him through difficult situations.

Responses may include:

Paragraph 1: Explore the theme of optimism and how this is relevant to Allan Karlsson's survival.

Echo question and relate to topic: Allan always believes that things will work out no matter the situation he finds himself in. He never seems to be stressed and simply accepts what comes his way, believing things will work out in the end.

Paragraphs 2, 3 and 4: Discuss any events that illustrate how Allan's optimism plays a role in his survival/getting out of tricky situations by referencing events from either the modern storyline, the historical storyline, or a combination of the two.

- When Allan and Herbert escape from Vladivostok, things don't go quite as Allan planned. They no longer have uniforms to change into as their barrack is on fire. Allan stays optimistic and continues in the direction of North Korea, telling Herbert that they will walk to North Korea. His optimism makes him forget about the cold and he simply tells Herbert that walking to North Korea will keep them warm.
- Knowing that they will not be able to drive around in North Korea as a Russian Marshal and his aide, without being questioned at some point, Allan decides to ask for a meeting with the North Korean leader. He knows that this is a very dangerous plan, but he believes that they will manage to trick him. He spends time teaching Herbert some Russian in order to have their request of seeing the North Korean leader, granted. Allan does not for one moment think that their plan won't work, and his optimism makes him confident to go ahead with his plan.
- When Allan and his friends decide that they will go to Bali, Benny raises concern about how they are going to transport Sonya, a five-ton elephant. He is also concerned about how they are all going to get passports and visas to enter Indonesia. Allan's optimism can clearly be seen when his response to Benny is that 'I don't know. But as long as we think positively, I'm sure a solution will appear.'

Paragraph 5: In your conclusion, draw the different aspects of the essay together and provide a general conclusion.

Content – a mark out of 15 for relevant content for each of the paragraph topics provided.	15 marks
Paragraph structure; suitable title; appropriate register; use of language conventions.	5 marks

***Use rubric to mark this question.**

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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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SECTION B TRANSACTIONAL WRITING

QUESTION 5 LONGER TRANSACTIONAL PIECE: EMAIL

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 can, 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 consider 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 consider 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.

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QUESTION 6 SHORT TRANSACTIONAL PIECE: SCHOOL PAPER ARTICLE

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 can, 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 consider 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 considers 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.

Total: 100 marks

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