



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2021

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.

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

QUESTION 1 **CONTEXTUAL QUESTIONS**

- 1.1 Allan is at Byringe Station where he spends the night with his new friend, Julius Jonsson.

Allan escapes from the old age home on the day of his 100th birthday; goes to the bus station where a young man asks him to look after his suitcase. While the young man is in the toilet, Allan decides to take the suitcase with him and climbs onto the first available bus where he pays the bus driver 50 crowns which takes him to Byringe Station, a deserted station. This is where he meets Julius Jonsson.

2 marks = where Allan is and whom he meets there.

2 marks = events that have led him to Byringe Station.

MD: Learners do not have to include all the above content, but rather to focus on a well-justified statement that clearly explains the 'where' and 'why'.

- 1.2 He eats porridge at the old age home every morning and becomes bored with his life there. **OR** A breakfast without porridge represents 'living'; represents that he has not died.

Accept a literal or figurative explanation. One well-justified idea for 2 marks.

- 1.3 They have accidentally left the freezer on which could have caused the death of Bolt.

- 1.4 He has probably stolen them from his neighbours. (Do NOT accept 'from his neighbours', as this answer can imply that he has got/bought them from the neighbour.)

- 1.5 When he went to bed on the eve of his 100th birthday, he was convinced that he was going to die that night. **OR** Waking up in a strange place (not the old age home that he was used to), the day after his 100th birthday, confuses him as he is alive for yet another day.

- 1.6 2 marks = referring to Julius's difficult childhood: Julius was an only child. He was emotionally, physically and verbally abused by his father who considered him to be useless and to be no good at anything.

2 marks = explanation as to why he accepts Allan's friendship: Allan does not judge Julius when he tells him about his petty crimes, for example stealing eggs, poaching from neighbours, etc. **OR** Allan tells Julius that he has stolen the suitcase which makes Julius feel that Allan could be a partner in crime. **OR** Julius is lonely and has no friends, so when Allan tells him the truth about stealing the suitcase, he welcomes the company of a non-judgemental friend. They also had their fondness of alcohol in common.

QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

Content – relevant content, well-reasoned statements and examples linked to the brief and the novel.	10 marks
Language, style and register are appropriate; 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 based on, but not limited to, the text.

Possible content for background information regarding the relationship of the two brothers, namely Bosse and Benny:

- Benny and his older brother, Bosse, inherit a large sum of money from their uncle Frasse.
- The inheritance has one condition: the brothers must use the money to get an education before the balance will be paid out to them. The inheritance is firstly to be used for their education.
- After Bosse obtains his welder's qualification, he no longer gets an allowance, while Benny, who is still studying, is still paid an allowance.
- Benny continues studying for 30 years, cancelling his studies just before obtaining a qualification. This results in him using up all the inheritance money and his brother, Bosse, not receiving any money since qualifying as a welder.

Possible response/content for saying that Benny's decision to study for 30 years can be justified.

- Bosse has always bossed his younger brother, Benny, around, so this is a way to spite him. This is his way of showing his brother that he can also be in control.
- Bosse gets drunk one night and smashes Benny's newly purchased motorcycle. Benny takes revenge by never completing a qualification and thus benefitting from the will alone.
- Benny has seen an opportunity to manipulate the system and took it to gain financially.
- Life is not always fair.

Possible response/content for saying that Benny's decision to study for 30 years is selfish and cannot be justified.

- The fact that, after 30 years, all the money is finished and Bosse has only received an allowance and payment for his seven-week welding course is very unfair.
- Benny knows that he has been cheating his brother as he has quit all his courses/degrees just before qualifying so that he can continue benefitting from the inheritance stipulations.
- Bosse has been struggling with money and his businesses for 30 years, while Benny has had no consideration for him. He selfishly continues with his studies and lives happily off the inheritance allowance.

QUESTION 3 DIALOGUE

Expected content: NB No preamble of greetings and musings

Write down the conversation between you and Allan by referring to:

How he became interested in explosives

- When his father left them, he had to start working as they needed money. He got a job at a nitro-glycerine company as an errand boy. This is where he learnt about explosives and where he started experimenting by mixing various chemicals.
- When his mother died, she left him some money that he used to start his own dynamite company.
- He had no social life and worked very hard to make his company successful and improve his explosives.

An important world event where his knowledge of explosives was put to use.

- Blowing up bridges in Spain where he saves General Franco's life, which leads to him being able to leave Spain safely. Saving General Franco's life ensures him a good meal and something to drink. With the letter that General Franco gives him, he is able to travel to America safely.
- Finding the solution for the atom bomb, which leads to him dining with the vice-president of America, Truman. When he needs to leave Iran, Truman is able to help him to travel to Sweden where the Prime Minister gives Allan a large sum of money for his services; he is able to book into a fancy hotel.
- Escaping from Tehran by putting a bomb in a coffee mug. This helps Allan to leave Tehran and to go back to Sweden.
- Using his knowledge of explosives to escape from Vladivostok where he and Herbert Einstein were imprisoned for 5 years. He causes complete chaos in the camp and is able to escape comfortably.

Content – relevant and creative content linked to the question.	7 marks
Dialogue format, occasional, meaningful gestures in present tense, conversational style.	3 marks

QUESTION 4 ESSAY WITH GUIDELINES

Marker's discretion: please allow for any relevant content that explores the theme of stupidity.

Expected responses may include:

Paragraph 1: Introduce the theme of 'stupidity' in your introduction.

Echo question and relate to the theme of stupidity as referred to in the *Urban Dictionary's* definition.

Paragraph 2: Discuss the theme of stupidity by referring to one character from the historical timeline that Allan comes into contact with.

It is clear that Herbert Einstein lacks intelligence and yet he is able to stay alive and ends up marrying a lady and together they become very successful and respected residents of Bali.

Paragraph 3: Develop the theme of stupidity by referring to one character from the modern timeline that Allan comes into contact with.

Bolt is stupid to trust an old man (Allan) with a suitcase full of money. He then underestimates Allan by not planning his confrontation at Byrninge Station. This leads to his death.

Paragraph 4: Discuss the theme of stupidity by referring to another character that Allan comes into contact with from either the historical or the modern timeline.

Amanda Einstein goes on to become the Balinese ambassador in France without having any knowledge of what this job entails. Allan even goes on to tell her that there is no 'single person in the world who has gone so far with such limited intelligence'.

Pike Gerdin (The Boss) manages to strike a 50 million crown narcotics deal and yet he employs people that clearly lack intelligence. He is also quite happy to share the money with the people that steal it from him.

Paragraph 5: Conclude by stating why these people he encounters can be seen as stupid.

Content – relevant content addressing each of the paragraph topics provided in the guidelines.	15 marks
Paragraph structure; suitable title; appropriate register; use of language conventions.	5 marks

ASSESSMENT RUBRIC FOR LITERARY ESSAY: English First Additional Language

	%	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. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Thorough, accurate and confident knowledge of the text. Mature understanding: integrates and elaborates textual references insightfully. Maintains consistent focus. Literary appreciation is evident. 	4	<ul style="list-style-type: none"> 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.
6	77 73 70	11.5 11 10.5	Very good	A skilful, competent essay that is focused. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
5	67 63 60	10 9.5 9	Good Average/ Satisfactory	An essay that "does the job". <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
4	57 53 50	8.5 8 7.5	Less than satisfactory	An undeveloped essay that attempts to engage with the question. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
3	47 43 40	7 6.5 6	Adequate	A simplistic essay that struggles to engage with the question. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Defective: unstructured, sloppily written. requiring marked effort to understand. paragraph links problematic. serious vocabulary and sentence structure errors. poor textual substantiation.
2	37 33 30	5.5 5 4.5	Passable but inadequate	A poor essay that is muddled, vague and/or inaccurate. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Defective: unstructured, sloppily written. requiring marked effort to understand. no linkage. serious vocabulary and sentence structure errors. disjointed 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. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Serious errors of understanding of the question and/or the text. Complete misinterpretation of topic. Vague attempt to produce a response. 	0.5	<ul style="list-style-type: none"> Barely intelligible.

SECTION B TRANSACTIONAL WRITING

QUESTION 5 LONGER TRANSACTIONAL PIECE: BLOG

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).

LEVEL	MARK	PURPOSE DESCRIPTOR	LANGUAGE AND FORMAT 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.

QUESTION 6 SHORT TRANSACTIONAL PIECE: EMAIL

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.

Total: 100 marks