



INTERNATIONAL SECONDARY CERTIFICATE EXAMINATION
MAY 2023

ENGLISH 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.

QUESTION 1 CONTEXTUAL QUESTIONS

1.1 The Boss / Pike Gerdin / Pike / Gerdin

- 1.2 After Caracas, the Boss's last henchman, quits his job, the Boss decides to find Bolt, Bucket and the suitcase himself. With the help of his GPS, the Boss finds Lake Farm quite easily. Two hundred metres from the mailbox at the entrance to Lake Farm, he notices the rear end of a bus that has just left the property.

When he finds the farmhouse deserted, he realises that he has just missed the residents and decides to go after the bus. It doesn't take him long to catch up with the bus. The Boss realises that he is running out of fuel, so he accelerates, passes the bus and blocks the road with his car. He takes his revolver and is ready to confront the passengers.

Trying to prevent a collision, Benny slams the brakes hard. Because of the heavy elephant in the bus, he cannot stop the bus in time and it hits the BMW at about 50km/h. The car is flung into the air and hits an old fir tree.
(Any three relevant circumstances well-explained.)

- 1.3 • Benny and his brother, Bosse, inherited a large sum of money from their uncle Frank (Frasse). Uncle Frank had no schooling and considered education as very important.
- His will specified that the two brothers needed to acquire an educational qualification before their inheritance would be paid out to them. The will also made provision for a generous allowance while they studied.
 - The two brothers entered a welding-course which Bosse completed successfully. Benny didn't want to be a welder and switched to Botany instead. Bosse could not get his inheritance until Benny also completed a course successfully. He also lost his allowance when he qualified as a welder.
 - They argued a lot about it and later refused to speak to each other and finally broke off all contact. To spite his brother and keep him from receiving his inheritance, Benny studied for the next thirty years without obtaining any qualification. He almost qualified for at least ten academic degrees, such as doctor, vet and many others.

List two conditions in uncle Frank's (Frasse) will – 2 marks

Bosse and Benny's reactions to the conditions of the will. –2 marks

- 1.4 When the four refugees arrive at Bosse's farm, Benny hands him three million crowns. He also apologises for the way he handled their inheritance. He then explains to Bosse that they need his help. Benny explains that the money is not payment for Bosse's help, but rather to rectify an injustice of the past. He further states that even if Bosse refuses to help them, the money is still his to keep.

Benny apologises – 1 mark

Benny gives Bosse 3 million crowns as part of his apology. –1 mark

- 1.5 Bosse is not the honest, moral businessman he pretends to be. He imports chickens from Poland, removes the wrapping, injects the meat with a spicy water mixture that adds to the weight and taste and then sells it as a Swedish product. He also imports watermelons from Spain or Marocco, injects them with sugar water which makes them heavier and tastier and then sells them.

Explaining that Bosse is dishonest/immoral = 2 marks

Reference demonstrating his dishonesty/immorality = 2 marks

- 1.6 The half-corpse – Pike Gerdin, the Boss – and Bosse know each other very well / They were partners in the food business years before.

QUESTION 2 PERSONAL RESPONSE

Content – relevant content, well-reasoned statements and examples from the novel.	10 marks
Language, style and register are appropriate; clear stance and overall convincing voice.	5 marks

Possible content showing that Allan's philosophy of life has served him well during his lifetime:

During the four years in the asylum:

- Allan accepts these years without complaining or feeling victimised because:
- during those four years he has plenty of time to read the daily newspapers and books from the hospital's extensive library and improves his knowledge of how society is developing.
- the sterilisation does not bother Allan and he feels he is treated well at the clinic.
- he has three meals a day, an indoor toilet and a room of his own.

In the Gulag (Correction camp in Vladivostok)

- Most prisoners really struggle to survive life in the Gulag, but Allan finds it quite bearable.
- Because Allan doesn't ask much of life, other than a bed, food, something to do and now and then a glass of vodka, he can stand most things.
- Allan doesn't mind the hard work – he even does Herbert's work most of the time, too.
- During the years in the Gulag, he learns to speak Russian and also improves his Chinese.
- Allan establishes contact with sailors in the harbour who keep him informed on what is happening in the rest of the world.
- Because he does not get excited or upset easily, he can plan their escape without stressing too much about the outcome.

Conclusion:

Allan's philosophy of '*Whatever will be will be*' has served him well during his lifetime. It enables him to be satisfied with little. It also enables him to act spontaneously and to think on his feet, as he doesn't feel the need to always be in control. This makes it possible for him to embark on a new adventure every time the opportunity arises.

Learners who disagree may argue that:

- If Allan did not have this philosophy of life, he most likely would not have ended up in difficult situations because he would have planned better and in a more responsible way.

In the asylum:

- He would have reacted differently when he found what was left of Gustavsson and might not even have ended up in the asylum.
- He would have given responses that improved his situation when he was questioned by the authorities in the asylum and would have fought the decision to have him sterilised.

In the Correction Camp in Vladivostok (Gulag)

- He would not have gone to Moscow with Yury Popov without first getting more information on Stalin and his political views.
- He would have been far more careful of what he said to Stalin and not suggest that he shave off his moustache.
- Once he was in the camp, he would have escaped earlier if he hadn't accepted whatever happened to him.

In the Old People's Home

- Had he planned his actions and not acted impulsively, he would not have blown up his house and landed in the Old People's Home.

Conclusion:

This philosophy of life has indeed made him a weakling who accepts everything that happens with him. He has no real principles and repeatedly falls victim to ruthless people.

QUESTION 3 DIALOGUE

Possible content: NB No preamble of greetings or musings.

The relationship between Allan and Yury

- Allan Karlsson and Yury Popov met when Yury was sent to Sweden to convince Allan to come to Russia and help the Russians to make an atom bomb.
- Although they were total opposites in many ways, they immediately 'took a liking to each other'.
- When Allan was sent to the Gulag, Yury felt terrible about it.
- They met again 21 years later and remained friends until Yury's death at the age of 79 years.

Their passions:

Allan

- Explosives: Although Allan is an explosives expert, he distinguishes between blowing up things and blowing up people. Blowing up things brings a deep satisfaction whereas he really wishes people would get out of the way when an explosion is about to happen.
- He travels extensively and sees the world as a result of this passion of his.
- Vodka: Although he hardly ever declines any alcohol, he prefers vodka to any other alcoholic drink.
- He shared vodka with a number of influential politicians, e.g., Harry Truman and Joseph Stalin.
- He is convinced that most conflicts can be solved over a bottle of good vodka.

Yury Borisovich Popov

- He was a passionate socialist who wanted nothing more than to keep working in the name of Soviet Socialism. Yet, like Allan, he was not interested in politics and managed to stay out of it during his career.
- He also was a passionate vodka drinker – especially Russian vodka.
- He felt passionate about opera music. When he and Allan were in the submarine and had drunk several glasses of vodka, he sang the aria 'Nessun Dorma' from Puccini's *Turandot*.
- It was at the Bolshoi Theatre where Allan met Yury again after a guest performance of *Turandot* by the Vienna Opera.
- Here Allan and Yury's wife, Larissa, convinced Yury to become an American spy.
- Yury and Larissa attended many opera performances in the Metropolitan when the CIA had finally settled them in Manhattan

Their shared years as spies:

- Allan tried to recruit Yury who was initially not in the least interested, as a spy.
- He was finally convinced since his wife, Larissa, was tired of living behind a barbed wire in Arzamas-16 (Sorov) and wanted a carefree retirement in America. Yury thought he owed it to Larissa after all the sacrifices that she had made through the years.
- Allan and the Popovs met a few times each year in Moscow during which time they compiled some nuclear weapons information and forwarded it to the CIA.
- In these reports they mixed fantasy with reality and the Americans fell for it.
- A direct result of their false reports was that Brezhnev (Russia) sent Nixon (America) a formal invitation to visit the Soviet Union to sign peace treaties.

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

QUESTION 4: ESSAY WITH GUIDELINES

Possible content

Paragraph 1

- Allan is not interested in politics at all, yet he repeatedly ends up in the middle of intense political conflicts as a result of his expertise on explosives.
- Although he always tries to be open-minded and respectful, he finds politics and politicians boring and often rude or foolish.

Paragraph 2

- Allan's experience of politics during his childhood leaves him with no intention to ever get involved with politics.
- His father is a devoted socialist while in Sweden, and when he loses his job and can't get another as result of his radical views, he goes to Russia to depose the Tsar.
- This leaves Allan and his mother to keep the family afloat financially.
- Under the influence of Uncle Carl, Allan's father gradually changes his views from socialism to accepting the Tsar's rule as best for the people of Russia.
- However, the Tsar's regime is soon overthrown and Lenin, whom Allan's father opposes, takes over.
- Allan's father is killed during a confrontation with two Russian soldiers over the right to private ownership of his small strawberry patch.
- In Allan's eyes, an involvement in politics only results in tragedy.

Paragraphs 3 and 4

- At the factory where Allan works as an ignition specialist, his Spanish counterpart, Estebán, teaches Allan Spanish but Allan refuses to get involved with his political views.
- After the resignation of the Spanish Prime Minister (also the father of the woman Estebán was in love with), Estebán wants to return to Spain and he invites Allan to join him.
- They leave on their bicycles and arrive in Spain three months later. Spain is in political chaos when they arrive there. Estebán joins the forces and wears his military uniform with pride. He is killed, however, before he can fire one shot, while Allan stands closeby.
- Allan offers his expertise to blow up bridges in exchange for food and alcohol, but refuses to wear military uniform due to his apolitical views on warfare.
- America's President Harry Truman calls Allan while he is in Los Alamos and asks his help.
- Truman's problem is Soong May-ling, the wife of the anti-communist leader, Chiang Kai-shek. She demands that America must honour a promise of help that the late President Roosevelt made.
- Allan will be sent to China to blow up a number of bridges in order to cut off as many communist roads as possible.
- Soong may-ling, a formidable woman, is extremely rude towards Allan, and all that she can talk about is politics.
- When Allan and his bodyguards arrive in China by boat two months later, they find that the leader of the communists, Mao Tse-tung, and his troops have left the area, and that the anti-communist troops have captured Mao Tse-tung's third wife, Jiang Qing.
- The troops plan to rape her and then return her to Soong May-ling or Chiang Kai-shek.
- Allan loses interest in the mission and doesn't want to be around when they rape the woman.
- He decides to abandon the boat and take Jiang Qing with him.

- Allan makes the only bodyguard on board drunk and he, Jiang Qing and the mess boy escape under the cover of darkness.
- Allan is sitting on a park bench outside his hotel when a stranger approaches him and offers him a job.
- The stranger is Yury Popov, a scientist from Russia, who has been sent to Sweden to persuade Allan to work for the Russians on their nuclear program, developing and manufacturing an atom bomb.
- Allan emphasises that he is only willing to help if Popov promises not to talk politics.
- Stalin has invited Allan, Popov and Beria, Popov's superior, to have dinner with him in Moscow.
- Everyone at the dinner table is in a festive mood. Stalin does some singing and dancing and Allan recites a poem by Verner von Heidenstam in Swedish. Stalin is shocked because Von Heidenstam is known for his love for Germany and Hitler.
- Stalin's mood changes immediately and he accuses Allan of insulting his generous host. Allan doesn't like to be threatened, and he admits that he befriended General Franco during the Spanish Civil War.
- Stalin is so upset that he downs a full glass of pure vodka.
- According to Stalin, socialism is more important than an atom bomb. He will destroy capitalism, starting with Allan Karlsson.
- Allan, having lost interest in the proposal and tired of Stalin's emotional outburst and verbal abuse, calmly suggests that Stalin shaves off his moustache.
- Instead of being given the finest guest suite at the Kremlin, he is put into prison awaiting his trial a week later.
- There he is sentenced to thirty years imprisonment in a correction camp in Vladivostok.

Paragraph 5

- Although Allan is passionate about explosives, he refuses to get involved in politics.
- He is willing to share his expertise without asking questions, but loses interest when he is forced into political conversations or when he is treated rudely. He quite comfortably changes sides when he is no longer satisfied with a situation.

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

ASSESSMENT RUBRIC FOR LITERARY ESSAY: English 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. - 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.

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.

QUESTION 6 SHORT 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. 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