



INTERNATIONAL SECONDARY CERTIFICATE EXAMINATION
MAY 2024

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.

Answer ALL the questions in Section A and Section B.

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

QUESTION 1 **CONTEXTUAL QUESTIONS**

1.1 Describe Allan Karlsson's view of politics AND clearly explain how his childhood influenced this viewpoint.

- Allan refuses to get involved in any politics as he doesn't see any sense in it/need. (1 mark)
- Allan's father was passionate about politics. 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. He then left Sweden for Russia because he supported Russia's political views. He sent many letters home explaining the situation in Russia and why he turned from supporting socialism to supporting a republic. In the end, his father was shot because of his political views. Allan had thus been exposed to the stupidities and cruelties of politics from a young age. (3 marks)

1.2 1.2.1 Explain why Allan should be able 'to work that out'.

Allan knows that the Americans were building an atom bomb and he gave them the solution to control the nuclear reaction.

1.2.2 Why does Truman immediately change the subject after he says that Allan should be able 'to work that out'?

- Truman cannot share top-secret information about the atom bomb with Allan.
- A president should not be discussing such sensitive matters with anyone.

(1 idea = 2 marks)

1.2.3 Truman has called for this meeting with Allan to ask him to go to China. What exactly does Truman want Allan to do in China?

- Allan must blow up as many bridges as possible to cut off as many roads as he can to fight the communists.
- He must train Soong May-ling's men to blow up bridges.

(1 Well-expressed statement about blowing up bridges to fight communists is sufficient)

1.3 1.3.1 **Explain why he decides to leave China and whom he decides to take with him.**

- Soong May-ling's **soldiers** manage to **capture** Jiang Qing, Mao Tse-tung's **third wife**, during the battle for Yibin.
- They decide to **rape her and then hand her over** to Soong May-ling or Chiang Kai-shek. Allan does not want to be around when this happens and **decides to take Jiang Qing with him**.
- He asks **the mess boy**, Ah Ming, whom he has befriended, to supply them with food for the journey. Ah Ming agrees on the condition that he **may join them**.

(1 mark: relevant facts that lead to his decision to leave)

(2 marks: mentioning who he takes with him)

Note to markers: Names are difficult and not the main focus. Candidate should get to the events/actions/ description of characters involved.

1.3.2 **Point out how this decision saves his life later in North Korea.**

- Years later, after Allan and Herbert's **escape from the Russian Gulag**, they **end up in North Korea** in the office of Prime Minister Kim Il Sung, **pretending to be Marshall Meretskov** and his aide. The real Meretskov turns up, shouting that Allan and Herbert plan to assassinate Kim Il Sung and should be killed.
- As **Kim Il Sung** has previously mentioned that he **has a guest**, Allan asks what the guest would think of that. The guest turns out to be **Mao Tse-tung**.
- Allan asks him to convey his greetings to Jiang Qing and **Mao Tse-tung** is delighted to meet her saviour. After a long discussion in which Allan explains everything, Kim Il Sung realises that Allan has no intention to hurt him and decides to spare their lives. Mao Tse-tung **shows his gratitude** by **giving Allan false papers to travel anywhere** as well as enough **money** to do so and to retire in comfort in Bali.

(Any 4 relevant facts showing how this event saved Allan's life in North Korea)

Note to markers: Names are difficult and not the main focus.

Candidate should get to the events/actions/ description of characters involved.

QUESTION 2 PERSONAL RESPONSE

When Benny examines Sonja, he sees that she has a twig jammed under her toenail. He removes it but realises that she needs to be treated with antibiotics. The Beauty suggests that they break into the office of the veterinary surgeon where she previously worked.

Bearing in mind their current situation on the farm, **do you think their decision to break into the veterinary surgeon's office can be justified?**

Write a paragraph of **180 words** in which you substantiate your answer with relevant references from the novel.

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

Possible response/content for thinking that Allan, Benny and The Beauty's break-in to obtain a prescription for antibiotics can be justified:

- Allan, Julius and Benny are hiding on The Beauty's farm. They are hiding from the police as well as from the gang members whose money Allan took. The Beauty does not know who they are at this point.
- Sonja is a former circus elephant that escaped and ended up in The Beauty's apple orchard. She was quickly declared dead by the circus people and the police. The Beauty only found that out when she read about it in the newspaper. She decided to quit her job at the local clinic to look after Sonja. Nobody else knows that Sonja is on Lake Farm and The Beauty wants to keep it that way, because she has grown fond of her.
- The animal is clearly in distress and Benny knows what they need as he is an almost qualified veterinary surgeon.
- Benny is in love with The Beauty and will do anything to help her keep Sonja.
- The vet, Dr Erlandsson, won't prescribe such a big quantity without knowing what for. Therefore, they send out the prescription for three different types of antibiotics in smaller quantities so that it won't raise suspicion.
- The Beauty still has a key for the clinic which she forgot to hand back when she resigned, so they do not actually break in.
- They log into Dr Erlandsson's computer with the password that she set up when she was still working there so they also do not hack his computer.
- The prescription is made out in Dr Erlandsson's name and booked in The Beauty's name, so they do record their order on the system.
- The following morning The Beauty picks up the medicine at the chemist and pays for it.
- They do not break in for their own benefit, but to help an animal in pain.

Possible response/content for thinking that Allan, Benny and The Beauty's break-in to obtain a prescription for antibiotics cannot be justified:

- Allan, Julius and Benny are already hiding from the police – adding a break-in to their offences is not a good idea. They have not yet told The Beauty who they are at this point.
- Sonja is a former circus elephant that escaped and ended up in The Beauty's apple orchard. She was quickly declared dead by the circus people and the police. When The Beauty read about it in the newspaper, she should have contacted the circus instead of keeping the elephant for herself.
- As he is an almost qualified veterinary surgeon, Benny should know that an elephant should not be kept by someone who does not know enough about wild animals.
- To buy antibiotics a prescription is needed. The vet, Dr Erlandsson, won't prescribe such a big quantity without knowing what for. The prescription is made out in Dr Erlandsson's name without his permission which is a criminal offence.
- The key for the clinic which The Beauty forgot to hand back when she resigned doesn't belong to her anymore and should be handed back to Dr Erlandsson.
- They log into Dr Erlandsson's computer without his permission with the password that she set up when she was still working there. This is dishonest and just as bad as hacking his computer.
- They send out the prescription for three different types of antibiotics in smaller quantities so that it won't raise suspicion which tells you they know what they are doing is wrong.
- Even though they do not break in for their own benefit but to help an animal in pain, they still commit a criminal offence.

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

QUESTION 3 DIALOGUE

After Prosecutor Ranelid's final press conference, Director Alice and the welfare officer, Henrik Söder, are discussing the case over a cup of coffee. Henrik Söder now questions the wisdom of his decision to place Allan in the Old People's Home, seeing that Allan was obviously very unhappy there. Director Alice tells Hendrik Söder about **her observations of Allan** while he was staying at the Old People's Home.

In approximately **180 words** (content only) write down the conversation that takes place between Director Alice and Henrik Söder.

Expected content: NB No preamble of greetings and musings.

- Allan is extremely unhappy in the old age home.
- He sneaks in alcohol.
- He is deprived of all his joy and just wants to die.
- The rules and regulations restrict him too much.
- The birthday party will make him feel like a "caged animal".
- He still needs adventure and a meaningful life.
- He wants to be able to drink vodka if he wants to.
- However, Allan's tendency to blow things up has led to his stay in the old age home.
- He can be a danger to himself and to other people as he cannot always foresee the consequences of his behaviour.
- Despite a lifetime's knowledge, skills and experience, he has made some mistakes too.
- There is the possibility that he doesn't know what he is doing, due to dementia.
- Director Alice thinks that he is ungrateful and rude and someone more deserving can have his room.

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

QUESTION 4 GUIDED ESSAY

Throughout his eventful life, Allan Karlsson finds that it is usually best to stick to the truth as far as possible. However, he does admit that in certain situations it is safer to lie or to omit some detail.

Write an essay of approximately **250 words** in which you **explore Allan's view on honesty**. Use the following guidelines to assist you:

- Introduction: Use the stimuli to introduce the topic of how Allan's eventful life is filled with truth, lies and half-lies.
- Paragraph 1: Explore an occasion(s) where Allan chooses to tell the truth.
- Paragraph 2: Explore an occasion(s) where Allan chooses to lie.
- Paragraph 3: Explore an occasion(s) where Allan chooses to omit some important detail.
- Conclusion: Draw the different aspects of the essay together and provide a general conclusion related to the topic.

Marker's discretion. Please allow for any relevant content on occasions when Allan chooses to tell the truth, to tell a lie, or to omit some important detail. Expected responses may include:

Introduction: Echo the question and briefly introduce the topic of how Allan's eventful life is filled with truth, lies and half-lies.

Paragraph 1: Explore an occasion where Allan chooses to tell the truth.

- **America:**
 - When Allan leaves Spain, he takes a ship destined for America. The ship arrives in New York on 1 September 1939 and, since war is raging, the ship is impounded, and the passengers are taken to the immigration office on Ellis Island. When Allan is interrogated by an immigration officer, Allan reveals that he comes from Suecia and that he is an explosive expert. He adds that he has all sorts of experience, ranging from running his own explosives business, to the manufacturing of cannons and most recently participating in the civil war in Spain. This decision eventually leads to Allan's involvement with the development of the atomic bomb.
- **Russia:**
 - When Yuri Popov is sent to Sweden to find Allan and convince him to go with him to Russia to help them develop an atom bomb, Allan agrees. The two men like each other, and they both enjoy good vodka. While they are drinking heavily on the submarine taking them to Leningrad, Allan shares the secret of the atom bomb with Yuri Popov.
 - Upon their arrival, they are taken to the Kremlin in Moscow where they are met by Marshall Beria. Stalin invited Beria, Popov and Allan to have dinner with him.
 - At the dinner table Stalin does some singing and dancing and in return, Allan recites a poem by Verner von Heidenstam, who is known for his love of 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 admits that he befriended General Franco during the Spanish Civil War.
 - Stalin is so upset that he downs a full glass of pure vodka and states that socialist hearts and souls are more important than an atom bomb. He promises to destroy Allan.
 - Allan loses interest in the proposal and doesn't want to be part of the unstable Stalin's nuclear plans. Tired of Stalin's emotional outburst and verbal abuse, he calmly suggests that Stalin shaves off his moustache.

- **Paris:**
 - Years later, at the lunch in Paris where Allan acted as Amanda's interpreter, he recognises Claude Pennant, Minister Fouchet's knowledgeable senior official, as the interpreter at the disastrous dinner with Stalin. After lunch, Allan tells De Gaulle that Fouchet's special advisor is a spy and a former interpreter of Stalin.
- **Byrninge Station:**
 - When Allan meets Julius Jonsson at Byrninge Station, Julius asks who he is and what he is doing there. Allan tells him that his name is Allan, that he is exactly one hundred years old and that he is on the run from the Old People's Home. He adds that he stole a suitcase from a young man who would certainly be unhappy about it.

Paragraph 2: Explore an occasion where Allan chooses to lie.

- **Iran:**
 - When Allan is ready to execute his escape plan from the cells in Tehran, Iran, he and Reverend Ferguson walk past the guards towards reception. At the exit to their freedom, they are stopped by the officer in charge and Allan tells him that they have been released.
- **Russia:**
 - As a result of Allan's fallout with Stalin in Russia, Allan is sentenced to 30 years imprisonment in a correction camp in Vladivostok, where he befriends Herbert Einstein.
 - Five years later Allan decides that it is time to move on. After setting fire to the camp and eventually the entire Vladivostok, they hijack the car Marshall Kirill Meretskov and his aide are travelling in. Pretending to be the Marshall and his aide, they lie their way into a meeting with the Prime Minister, Kim Il Sung. When Allan introduces himself as Marshall Meretskov, Sung calls his bluff as he knows the real Meretskov very well.
 - They are saved from certain death when it transpires that Sung has a guest, Mao Tse-tung. Allan saved the life of Mao's wife, Jiang Qing, when he was in China.
- **Paris:**
 - When Allan goes with Amanda to Paris to act as her interpreter, he changes her stupid comments which will expose her as a fraud, into something clever, entertaining and charming.
- **America:**
 - During the time that Allan and Yuri work together as American spies, they compile some nuclear weapon information and forward it to the CIA. In these reports, they mix fantasy with reality.
- **Bellringer Farm:**
 - When the friends are interviewed by Prosecutor Ranelid, they tell him a story with some truth, many lies and several half-lies in it. Allan says that Julius Jonsson is an old friend whom he has known for a long time. According to their story Julius and Pike have also been friends for a long time, and the same with Benny and Pike. The suitcase contained two hundred Bibles, which Allan and Julius were going to deliver to the now-converted Pike Gerdin. Both Gerdin and The Beauty pretend to be extremely religious, and The Beauty reprimands the prosecutor every time he swears.
 - When the friends decide to go to Bali, Allan falsifies some documents in Indonesian.

Paragraph 3: Explore an occasion where Allan chooses to omit some important detail.

- **Spain:**
 - When Allan is in Spain, he blows up bridges for the Republicans who are fighting against General Franco's forces. One day, an enemy patrol that includes General Franco himself, walks towards a bridge that Allan is about to blow up. Allan warns them in time to save their lives. To show his gratitude, General Franco invites Allan to have dinner with him.
 - During dinner, Allan boasts about his father's close relationship with Russia's Tsar Nicolas and General Franco is quite impressed.
 - Allan becomes friends with Franco without ever revealing that he served the Republicans during the war.
 - General Franco provides Allan with a letter that will help him get back to Sweden or wherever he wants to go.
- **Iran:**
 - When Allan is arrested in Iran and interrogated by the head of the secret police, he reveals information about his recent past very selectively and focuses on how his expertise with explosives can possibly be useful to the secret police chief. By doing so, he manages to buy time in which he can plan his escape.
- **Sweden:**
 - When Allan arrives in Sweden, the new Prime Minister, Tage Erlander, tells the head of atomic energy research, Dr Sigvard Eklund, that Allan might be able to assist them with their research on nuclear energy.
 - Dr Eklund is very hostile towards Allan especially when he learns that Allan only had three years of formal education.
 - Allan decides to play dumb and tells Eklund that his task in Los Alamos was to make coffee or tea for the researchers. He refuses to reveal his role in the development of the atom bomb and is quite satisfied when Eklund refuses to offer him a position.
- **Bellringer Farm:**
 - When the 6 friends meet with Prosecutor Ranelid and Chief Inspector Aronsson on Bellringer Farm, they give Prosecutor Ranelid a version of the events that has some truth, some lies and many half-lies in it. This is so confusing that he gives up and leaves the farm.

Conclusion: Draw the different aspects of the essay together and provide a general conclusion related to the topic.

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

LEVEL	%		CONTENT = 15		STYLE = 5	
	%	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: 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	LANGUAGE AND FORMAT
		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 and register. Mature vocabulary. Excellent 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 and language conventions. 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 that 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; no 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: 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 and register. Mature vocabulary. Excellent 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 that 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