



NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – MARCH 2019

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: *Life of Pi* – Yann Martel

QUESTION 1 PARAGRAPH ON CHARACTER/THEME

Write ONE paragraph of **180 words** in which you discuss the following:

- who Mr and Mr Kumar are;
- what each Mr Kumar believes and
- the influence each Mr Kumar has on Pi's life.

FACTS	A mark out of 10 for relevant facts and well-reasoned statements linked to the question and the novel.
Single paragraph	1 mark
Relevant references to support statements made	1 mark
Use of 3rd person	1 mark
Language/style/register is appropriate	2 marks

Possible response/content:

- Mr Kumar, the Biology teacher, is a polio survivor. He gave up his religion as a result of this. He believes in science. He looks at nature and finds logic in the scientific explanations of nature. He is Pi's favourite teacher and is the reason that Pi studies Zoology. Though Mr Kumar is an atheist, Pi adores him, and through Mr Kumar, Pi looks on atheists as believers of another faith and learns to accept them for their beliefs.
- Mr Kumar, the Muslim baker, teaches Pi about Islam. Pi describes him in a mystical way and when he comes to visit the zoo, Pi is worried that he won't recognise him. This further strengthens his mystical qualities. This man inspires Pi to study Theology. Pi finds great comfort in praying with the Muslim baker and on one of these occasions, he felt a pulsing of energy, which made him feel close to God.
- Mr and Mr Kumar have opposite beliefs and yet these two men influence Pi's teenage life in such a way that he chooses, in his adult life, to study what they stood for.

QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

Having read both stories, which of the two stories would you believe to be the better story?

FACTS	10 marks: A mark out of 10 for relevant, well-reasoned arguments linked to the question and the novel.
Clearly stated STANCE	1 mark
Relevant references to support stance	1 mark
Use of 1st person	1 mark
Overall convincing voice	1 mark
Language/style/register is appropriate	1 mark

Candidate's own opinion/stance should be clearly expressed. Then, supporting detail must be provided based on the text.

Candidates may include facts from any of the two stories as long as they clearly support their view. They may also refer to both stories to justify their viewpoint. The answer must be clear and well justified with facts from the novel to support their opinion.

First Story

- Animals were on the Tsimtsum the night it sank; it is therefore possible that some of them landed up on the lifeboat.
- Because Pi grew up in a zoo, it makes sense that he knew a lot about animal behaviour and was able to use this knowledge to train Richard Parker.
- The lifeboat had emergency food rations and because Pi was the only human survivor, it is believable that he had enough food and fresh water to keep him alive for quite a while.
- We know Pi was very religious; this is what helped him to stay mentally and emotionally strong during his terrible ordeal at sea.
- Pi is able to give the Japanese officials logical answers to their questions, for example, that bananas float and therefore it was possible for Orange Juice to come floating towards the boat on a huge bunch of bananas.
- Even the Japanese officials end up believing the first story.
- The animal story is the better story as it is much more interesting and impressive to read about how Pi dealt with the animals on the lifeboat, for example, how he established himself as the alpha male and how he trained Richard Parker.

Second Story

- It makes more sense that people would have managed to escape from the Tsimtsum to the lifeboat.
- People become very selfish when resources are scarce, therefore, it is quite possible that the French cook killed the sailor. This act would have helped him survive.
- Humans are social beings and need other humans to survive; Pi would not have lasted as long as he did on the lifeboat, had he not had the company of other humans.
- The human characters in the second story could quite possibly have been on the boat with Pi as they were all on the Tsimtsum when it sank.
- It seems surreal that only one human survived the sinking of the Tsimtsum when humans are known to be the most highly developed "animals".

- There is no real evidence to prove that the first story is true, for example, the botanical garden and the meerkat bones. Though Pi gives possible explanations for these, there is still no real proof.
- The way Pi, a gentle and kind young man, describes killing the cook, shows that in order to survive, people will do anything.
- In the same way the cook did "anything to survive" – amputated the sailor's leg to use as bait, and later he ate him. He also killed Pi's mother.
- Pi and the cook finished the biscuits without sharing them with Pi's mother; this shows that people become selfish when it comes to survival – makes the story believable.

QUESTION 3 DIALOGUE

Write a dialogue of approximately **180 words** (content only) between Pi and Ravi in which Pi explains how the mocking of his name makes him feel and how he decides to reinvent himself with his new name.

FACTS	1 mark for each of SEVEN relevant facts
Block Format (names and conversation separate)	1 mark
Use of colon after name	½ mark
No quotation marks used	½ mark
Occasional, meaningful gesture in present tense	1 mark

Expected content: NB No preamble of greetings and musings.

- Piscine Molitor Patel was named after a French swimming pool by his father's good friend, Francis Adirubasamy (Mamaji).
- At school, he is nicknamed, "Pissing".
- He feels embarrassed and hurt by this.
- His brother is a good sportsman and very popular at school, which makes him feel even worse.
- He compares his childhood to persecutions of Jesus (crown of thorns) and Muhammed; this shows how deeply hurt he was.
- Pi believes he can only improve his quality of life if he changes his name and therefore, he decides to reinvent himself.
- He even lists followers of Jesus who were known by more than one name to show how life changes can accompany name changes.
- In secondary school he introduces himself as "Pi", referring to the number 3,14.
- Pi identifies with this symbol because it is irrational and unending, yet it is used to calculate things logically and rationally.
- Pi, like the number, is not limited by reason and logic.
- He uses repetition to train the teachers and his class mates to accept his new name by writing his name on the blackboard and then includes a graphic representation of π .
- He then highlights the part of his name he wants people to remember.
- In this way Pi is reborn unto his new name and can leave "Pissing" behind.

QUESTION 4 ESSAY WITH GUIDELINES

In an essay of approximately **250 words**, explain how Pi managed to overcome boredom and gain a sense of purpose while being stranded at sea for 227 days.

FACTS	15 marks: a mark out of 15 for relevant facts for each of the paragraph topics provided
Paragraph structure; suitable title, appropriate register	3 marks
Use of language conventions	2 marks

Expected responses may include the following. Use the rubric on page 7 to assess the essay.

Paragraph 1: Introduction.

- Echo question related to the topic

Paragraph 2: How the battle to survive gives Pi purpose.

Pi realises that he is responsible not only for his own survival, but also for RP's. This gives him a sense of purpose as he starts rationing the supplies, namely food and water. Learning how to fish gives Pi something to do and enables him to provide food for himself and RP. He studies the survival manual to make the lifeboat a livable "home" for him and RP. Pi uses his knowledge of animals to become the alpha male by urinating on the lifeboat to mark off his territory. He starts training RP using a whistle and rocking the boat to make him seasick. This keeps him busy for most of the time and helps him survive.

Paragraph 3: Explain how Pi's daily routine keeps him busy.

He establishes a type of daily routine by setting himself tasks while at sea and not having much to do. He keeps the boat tidy, checks all his equipment every day, gives RP food, checks his supplies and attempts fishing. He also checks on the solar stills for water every day. He writes in his diary and studies RP to keep himself busy. He spends a lot of time praying which occupies his mind.

Paragraph 4: Discuss how religion keeps Pi's mind occupied.

Though Pi's circumstances are difficult, his faith in all three religions helps to keep his mind busy. Instead of fearing storms or natural disasters at sea, he reads the messages of the gods in these terrifying conditions. The gods also keep Pi company as he shouts out to them and talks to them often while at sea.

Paragraph 5: Conclusion: General conclusion as to how Pi's sense of purpose helps him maintain his humanity and self-respect.

By giving himself daily chores and holding on to his beliefs, Pi still feels "normal". Cleaning the boat and praying for the animals he eats, make him keep his self-respect and humanity in a hopeless situation.

QUESTION 4 ESSAY WITH GUIDELINES: continued

ASSESSMENT RUBRIC FOR LITERARY ESSAY

Level	Category	%	Descriptors	Mark /20
7	Outstanding/ Excellent	80–100	Evidence of exceptional ability; consistent excellence. Perceptive understanding of novel. Confident use of own voice in response to the question. Lively sentence construction and clear overall structure. Statements correctly and convincingly supported by textual references. Excellent language, spelling and punctuation.	16–20
6	Very good	70–79	Very good response to the question but lacks the polish of an A. Mature thought and style and strong own voice. Very good understanding of novel – statements well supported with relevant references. Minor language errors.	14–15,5
5	Good	60–69	Clear statements made. Sound use of English with reasonably sustained use of own voice. Good understanding of the novel, with most statements supported with relevant references. Some colour and vigour in sentence construction but not always sustained. Style more ordinary with some language errors.	12–13,5
4	Satisfactory	50–59	Ideas not properly developed in light of the question, and not fully supported with references to the text. May be gaps in knowledge of texts. Some evidence of own voice but unconvincing/pedestrian. Language, spelling and/or punctuation errors are evident.	10–11,5
3	Mediocre	40–49	Worthy of a pass but voice is limited and knowledge of text is not strong enough to support statements made. Clumsy expression and mediocre language – a number of language, spelling and/or punctuation errors.	8–9,5
2	Weak	30–39	Candidate is unable to focus on the topic and produce the required clarity in the response. Content rambling and little evidence of voice or opinion. Shaky knowledge of text. Language use is often incorrect.	6–7,5
1	Very weak	0–29	Often very short. Flat, insipid. Essay may contain some areas which make sense in terms of the question, but ideas are poorly expressed. Inadequate knowledge of text – textual references are incorrect or missing. Difficult to decode meaning. Riddled with language, spelling and/ or punctuation errors.	0–5,5

SECTION B TRANSACTIONAL WRITING

QUESTION 5 LONGER TRANSACTIONAL PIECE: FORMAL LETTER OF APPLICATION

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL WRITING

This rubric serves to guide the marking process. Sub-examiners 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, mature vocabulary and use of register are displayed. Excellent evidence of editing enhances the overall expression of the candidate's viewpoint. All elements of the format are correct.
		10½–11½	10½–11½
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.
		7½–8½	7½–8½
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.
		4–5½	4–5½
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.	Seriously flawed product. Marred with language, punctuation and vocabulary errors. No understanding of appropriate register. Some attempt at format albeit incorrect.
		0–3½	0–3½
1	7 6 5 4 3 2–0	Little or no evidence of engagement with the question or of 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 SHORTER TRANSACTIONAL PIECE: THANK YOU NOTE

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL WRITING

This rubric serves to guide the marking process. Sub-examiners 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 80% +	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 70% +	7½ 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.
		3	3
5 60% +	6½ 6	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.
		2,5	2,5
4 50% +	5½ 5	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.
		2	2
3 40% +	4	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.
		1½	1½
2 30% +	3½ 3	Inadequate attention to purpose and context. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Seriously flawed product marred with language, punctuation and vocabulary errors. No understanding of appropriate register.
		1	1
1 0%–29%	2½ 2 1½ 1 ½ 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