



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2018

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 what Pi was able to **control** during his time at sea and the effect this control had on him. Your response should refer to specific examples from the novel.

Facts	10 marks: a mark out of 10 for relevant facts, well-reasoned statements and examples linked to the brief 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:

- He decides to go looking for water; if he is to die, he will at least die trying to quench his thirst. He will control how he dies. This makes him search for supplies on the lifeboat. Finding food and water, gives him hope and strength again.
- He goes through the supplies and is able to control how he will ration himself.
- He decides to build a raft from the oars and life jackets; he ties this to the lifeboat using rope. Therefore he can control his distance from RP and the hyena.
- While on the raft, he draws up plans on what to do about RP. After careful consideration as to how he will survive with the Bengal tiger, HE decides to keep RP alive.
- He is able to control his mind; he acknowledges his fears, but realises this will be fatal to his survival and starts blocking out what could make him panic for example just thinking of the loss of his family or his hopeless situation. He makes a point of forgetting and not thinking of what was. Later he uses a "dream rag", a cloth that he covers his face with, to help him control his boredom and hunger.
- He decides to tame RP; to start training him. He uses a whistle to control RP's behaviour as well as making him seasick while blowing on the whistle.
- Using his knowledge of animal behaviour, he decides to take on animal instincts to survive. He needs to dominate RP by becoming the alpha male. He uses his urine to mark off his territory to do this.
- He studies the survival manual; he finds practical tips about distilling water, catching fish, etc. This helps him gain control over his survival.
- He is able to protect himself against the sun by making a canopy.
- Though he is vegetarian, he chooses to start killing fish and eating meat.
- He established a routine to keep himself busy. He could not control the situation he found himself in, but he could control how he spent his time. He also kept a diary to keep himself busy.
- On the Meerkat Island, he chooses to leave the island after finding out that it is carnivorous at night. He also chooses to take RP with him when he leaves the island.
- Having control in the above mentioned ways, all aided in Pi's survival. It helped him stay sane, gave him hope and gave him a sense of purpose, which is needed in one's will to survive.

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QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

Your task is to write **one** paragraph of approximately **180 words** in which you clearly justify which image best summarises the novel, *Life of Pi*. Make sure that you provide clear reference to the setting, themes and characters to support your choice.

Facts	10 marks: a mark out of 10 for relevant facts, well-reasoned statements linked to the question and the novel.
Clearly reference the image	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.
- Deduct 1 mark if learner does not refer to **setting, themes** and **characters**.
- Learner does not have to refer to characters that are not in the image of choice.

Image A

A candidate must give an overall explanation as to how his/her choice of image summarises the essence of the novel, *Life of Pi*.

Setting: Pi, the lifeboat and animals (ocean/night sky in back ground) – crucial to Pi's survival at sea.

Themes:

- Survival: The will to survive – Pi managed to survive his ordeal with the little that he had.
- Coming of age – because of Pi's circumstances, he had to grow up very quickly and let go of his naivety: exposed to the cruelty of animals on the lifeboat; he has to let go of his vegetarian ways; he has to learn to kill.
- Religion – he manages to see the beauty and wonders of nature around him and thanks his gods for this for example the stars, storms, etc.
- Science – Pi uses his knowledge of science to desalt the seawater – links to can of water floating in the ocean.

Characters:

- Pi Patel, the main character is placed in the centre of the image.
- Pi is surrounded by the animals that were on the lifeboat with him. These animals all influenced him in some way and are essential to the development of Pi's survival story.
- Candidate may mention who animals represent in second story: Richard Parker = Pi; Orange Juice = Pi's Mother; zebra = sailor; hyena = French cook

*Marker's discretion – allow other content from the novel that candidate can link to his/her image of choice.

Image B

A candidate must give an overall explanation as to how his/her choice of image summarises the essence of the novel, *Life of Pi*.

Setting: The lifeboat – crucial to Pi's survival at sea. The sea – where Pi spent 227 days trying to survive.

Themes:

- Survival: The will to survive – Pi managed to survive his ordeal with the little that he had.
- Change of beliefs – Fish in Pi's hand; he has to let go of his vegetarian ways; he has to learn to kill to survive.
- Freedom – Pi is free to do as he pleases on the lifeboat, but survival limits him and keeps him "caged" as it takes priority. He realises that he is confined to the boundaries of the lifeboat, in order to survive and compares this to animals in a zoo by saying that being caged ensures their safety and survival.
- Anthropomorphism – Pi is lonely and starts talking to Richard Parker. He also sees Richard Parker as family and is devastated when Richard Parker runs into the forest in Mexico without even a backward glance.

Characters:

- Pi Patel and Richard Parker are the main characters of the story and are also the only two to survive the ordeal at sea.
- In the second story Pi is Richard Parker. The gentle, caring characteristics are the ones the innocent, young boy of Pondicherry possessed. When Pi has to take on a different persona in order to survive, he is able to live with himself by turning himself into the tiger, Richard Parker. Because of this, he is able to accept his animalistic behaviour.

Therefore, it is appropriate that the poster has the two characters, namely Pi and Richard Parker as the story revolves around them and their survival.

*Marker's discretion – allow other content from the novel that candidate can link to his/her image of choice.

Image C

A candidate must give an overall explanation as to how his/her choice of image summarises the essence of the novel, *Life of Pi*.

Setting: The island with all the meerkats.

Themes:

- Survival – the island is what brought Pi and Richard Parker to life as there was enough food and water for them to regain their strength.
- Choices – making the decision to leave the island which ultimately, led to Pi washing out on the Mexican coast; had he not left he would perhaps never have been found.
- Deception/All is not as it seems – the island gave Pi and Richard Parker all that they needed to survive during the day, but at night it turned out to be carnivorous. Once Pi found the human teeth, he made the decision to leave the island as he knew it was crucial for his survival.

Characters:

- Pi Patel can be seen staring into a pool of water. This is appropriate to the novel as Pi could be reflecting on his life and the challenges he has faced up until now. He could be thinking that he has nothing left and nothing to live for as his family are all dead. We know that he chose to live; he chose to get back onto the lifeboat. This links with the will to survive (no matter how small you are) which is one of the main themes of the novel.

*Marker's discretion – allow other content from the novel that candidate can link to his/her image of choice.

Image D

A candidate must give an overall explanation as to how his/her choice of image summarises the essence of the novel, *Life of Pi*.

Setting: The adult Pi's home in Canada where the Canadian author meets him.

Themes:

- Storytelling – this is where Pi tells the Canadian author about his ordeal at sea and how he managed to survive. Pi also tells the author a second story; the one where there are no animals, only humans. The author, just like the reader, is given the freedom to choose which story he chooses to believe.

Characters:

- The adult Pi who survived his ordeal at sea is telling his story to the Canadian author, who will be writing the story that Pi tells him. This is where all the "storytelling" takes place and therefore would be a perfect image for the library poster.

*Marker's discretion – allow other content from the novel that candidate can link to his/her image of choice

[15]

QUESTION 3 DIALOGUE

In a dialogue of approximately **180 words** (content only), write the conversation between the author and Pi in which they discuss whether his childhood experiences, in Pondicherry, had an influence on his survival.

Facts	1 mark for each one of the 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

- Pi was a very good swimmer, taught by his father's very good friend, Francis Adirubasamy (Mamaji); if Pi did not learn how to swim, he would not have survived at sea.
- Pi's knowledge of animals that he gained through his zoo experiences – his father taught him a lesson by feeding a live goat to a tiger; this was to show his sons that an animal can never be your friend and will always keep its "wild" behaviour. This helped Pi to deal with the animals on the lifeboat; he kept a safe distance from them by making a raft that he tied to the lifeboat.
- Pi's knowledge of animals also helped him to train RP and through this training he was able to become the alpha male on the lifeboat.
- He also knew a lot about territory and what animals need and how they establish this territory. Therefore, just like an animal, he urinated on the lifeboat to claim his territory.
- The fact that Pi practised three different religions from a young age helped him to keep up mental strength while at sea as he was able to pray to his gods for strength and wisdom.
- Pi was bullied as a child, because of his name; he was called "Pissing". Though this hurt as a child, Pi did something about this bullying by reinventing his name to "Pi", using repetition and the infinitive number to make his new name stick. This surely helped to toughen him up, which could have aided in him becoming a strong character that was able to deal with his ordeal at sea.

Accept other possible childhood references (with relevant examples) that may have had an influence on his survival.

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QUESTION 4 ESSAY WITH GUIDELINES

Write an essay of **250 words**, discussing how Pi was introduced to these religions as well as how each of these religions influenced him. Conclude your essay with a general summary of Pi's view of religion and the idea of "one" God.

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:

Paragraph 1: Introduction

- Echo question and related to the topic above.

Paragraph 2: How he was introduced to and influenced by Hinduism

- His auntie Rohini (mother's sister) took him to a temple at a young age.
- Pi likes the rituals and stories of Hinduism; he also likes all the different forms the gods take on.
- He feels the presence of something larger when he visits a Hindu temple.
- It helps him see his place in the universe.

Paragraph 3: How he was introduced to and influenced by Christianity

- Pi was fourteen years old when he was introduced to Christianity by Father Martin. He was on holiday with his family when he walked into a church.
- Pi was fascinated by the "God of love" of the Christian faith. He also enjoyed the stories that Father Martin told him.
- He enjoyed praying and finding strength from the fact that he was praying to a god that was alive.

Paragraph 4 How he was introduced to and influenced by Islam

- When he was 15 years old, he walked past a mosque. He saw a man praying on his mat, who invited him to pray with him.
- He went back to the man and asked him about his religion.
- To Pi, Islam is a beautiful religion of brotherhood and devotion. The way in which he describes the Muslim baker is almost magical and he has various spiritual encounters with him.
- Pi likes praying while bringing his forehead to the ground.

Paragraph 5: Conclusion: Pi's view of religion and the idea of "one" God

- Pi makes it clear that he just wants to love God. By hearing different stories about Gods from different religions does not confuse Pi in his beliefs, but rather strengthens his existing beliefs and he sees these stories as another way of getting to know God.

**ENGLISH FIRST ADDITIONAL LANGUAGE
ASSESSMENT RUBRIC FOR LITERARY ESSAY: PAPER II**

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.	15,5–14
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

[20]

60 marks

SECTION B TRANSACTIONAL WRITING

QUESTION 5 LONGER TRANSACTIONAL PIECE: EMAIL

This rubric serves to guide the marking process. Markers should be aware that the mark for the **PURPOSE** element need not correspond with the mark for **"LANGUAGE AND FORMAT"**. A candidate 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.

[30]

QUESTION 6 SHORT TRANSACTIONAL PIECE: DIARY ENTRY

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.

[10]

40 marks

Total: 100 marks