



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 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 how Pi anthropomorphises Richard Parker in his time at sea.

Content – a mark out of 10 for relevant facts, well-reasoned statements and examples linked to the brief and the novel.	10 marks
Relevant references to support statements made.	1 mark
Consistent use of tense.	1 mark
Language/style/register is appropriate.	3 marks

Possible response/content:

- Pi regards Richard Parker as family; he takes the place of Pi's family. The love Pi displays for him through caring, companionship, etc. is the same kind of family care.
- He thinks he knows what RP is thinking, what his different growls mean, just like you would read the mood of a human.
- When he describes RP's looks he talks about "formidable sideburns" and "a stylish goatee" – terms that are used for humans.
- Pi has conversations with RP as if he were a person. He imagines RP's thoughts and he has a dialogue with him, they discuss the food they miss eating.
- "I laughed, I knew it. I wasn't hearing voices. I hadn't gone mad. It was RP who was speaking to me! The carnivorous rascal." (Pg.246)
- He imagines that RP can speak French when in actual fact it is a blind Frenchman that is speaking to him.
- He is loyal to RP; won't leave him in the botanical garden.
- The way he needs closure when their ways part once they reach the Mexican coast, is probably the clearest sign of anthropomorphism. Pi expects the kind of thanks you would get from a human when their ways have to part. It saddens him even in his adult life.
- The fact that even in his adult life he introduces RP to the Canadian author as if he is a human being. He uses pronouns like "he" and "him" to describe RP. It takes the author a while to figure out that he is actually talking about an animal. Also the way he thinks back fondly of RP is how you would remember a loved one whose emotions you knew.

QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

Do you agree with the author that Pi's story has a happy ending?

Content – a mark out of 10 for relevant content, well-reasoned statements and examples linked to the brief and the novel.	10 marks
Clear stance and overall convincing voice.	2 marks
Language/style/register is appropriate.	3 marks

Learner'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 the story has a happy ending:

- Though Pi lost his whole family when the Tsimtsum sank, the fact that he survived this terrible ordeal should be reason enough for his happy ending.
- The fact that RP did not kill him on the lifeboat and he is able to reach Canada, can be seen as a happy ending.
- The fact that Pi gained so many lessons in his time at sea, can also be seen as something positive: he learnt to fish, a valuable life skill; he learnt how to care for himself and he learnt about nature – the sea and animals – something he has always been interested in.
- His time at sea also taught him to be very strong mentally and emotionally. You could say his religions helped him to grow mentally and emotionally – this is good as Pi has always regarded his religions highly.
- The fact that Pi survived his 227 days at sea, was able to reach his final destination Canada and then given the opportunity to study his two great interests namely zoology and religious studies, calls for a celebration.
- Furthermore, he got married and has a son and daughter, a family of his own. This sounds like a "happy ending", because Pi was not alone, he had a family in Canada whom he loved.
- Comparing Pi's life in Canada to the life he had at sea, it's easy to see that he had a much better life in Canada which can be seen as a "happy ending".

Possible response/content for the story not having a happy ending:

- Pi lost his whole family when the Tsimtsum sank – the heartache and suffering he had to go through leaves a hole that cannot be filled which takes "a happy ending" away from you.
- The hardships he had to endure at sea: dealing with the loss of animals that he loved (zebra and orangutan) as well as seeing the animal cruelty at a young age are issues that have stayed with him and that he will have to work through in his adult life. These do not quite make his life a happy one.
- The fact that he had to learn to kill animals and to eat meat in order to survive are things that go against his whole being. He feels guilty about these acts even in his adult life in Canada and has to constantly work on forgiving himself for the man he was on the boat.
- Pi survived his ordeal at sea. He ended up studying what he loved; he got married and had kids but what he had to give up and the losses he suffered, still haunt him to this day which places a dark cloud over his story having "a happy ending".

QUESTION 3 DIALOGUE

Pi has a conversation with his wife, Meena Patel, where he tells her how his time on the lifeboat took away his childhood innocence. He was forced to grow up very quickly.

In a dialogue of approximately **180 words** (content only), write down the conversation between Pi and his wife.

Content – a mark out of 7 for relevant and creative content linked to the question.	7 marks
Dialogue format and occasional, meaningful gesture in present tense.	2 marks
Conversational style.	1 mark

Expected content: NB No preamble of greetings and musings

- The realisation that his parents are dead; that he will grow up without them; that he is all alone shows him how cruel life can be and is one of his first losses of childhood innocence.
- Pi has to experience the cruelty of Orange Juice on the lifeboat. His childhood memories of Orange Juice are those of a motherly figure and he now has to face the animalistic Orange Juice that attacks the hyena.
- Pi is a vegetarian boy who has to learn to catch fish for his and RP's survival; he has to let go of his vegetarian ways.
- The act of killing is one that he struggles to overcome as this goes against all his beliefs.
- He has to deal with his selfishness when it comes to choosing his own survival above the survival of Richard Parker, for example he feeds himself before RP.
- Not only does he kill animals, he also kills a human, namely the cook. He makes a conscious decision to kill the cook; massive loss of childhood innocence.
- Pi's acts of violence towards the sea animals (turtles, etc.) also show his loss of innocence.

QUESTION 4 ESSAY WITH GUIDELINES

Pi is lucky to have many adult mentors while growing up in Pondicherry: his father, Francis Adirubasamy (Mamaji), Mr Satish Kumar (biology teacher) and Mr Satish Kumar (Muslim baker). These mentors have a great influence on Pi and the man he becomes.

Write an essay of **250 words** in which you discuss how the above mentioned men influenced Pi's life. Conclude your essay with a general summary of how these men shaped the adult Pi.

Expected responses may include:

Paragraph 1: Introduction

- Echo question and relate to the topic above.

Paragraph 2: Influence of Pi's father, Santosh Patel

- Though Pi's father isn't religious and is puzzled by Pi's interest in religion he allows his son to practise all his religions; he even allows him to be baptised and buys him a prayer rug.
- He teaches Pi not only to care for wild animals, but also to fear them. He demonstrates the danger of anthropomorphising animals.
- He is a practical, observant man that makes plans to fix problems – qualities that Pi comes to adopt, which aided him in his survival at sea.

Paragraph 3: Influence of Francis Adirubasamy (Mamaji)

- He is a friend of the Patel family and responsible for giving Pi his name.
- Pi calls him "Mamaji" which means respected uncle.
- He taught Pi how to swim.

Paragraph 4: Influence of the two Misters Satish Kumar

- Mr Kumar, Pi's biology teacher teaches Pi to view the world scientifically. He becomes an atheist after surviving polio with the help of medicine. He looks at nature and finds logic in the scientific explanations of nature, therefore his belief is science and reason. 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 "brothers and sisters of a different faith" and learns to accept them for their beliefs. From his biology teacher, Pi gained knowledge of how he could survive on the boat physically.
- 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.

Paragraph 5: Conclusion: General summary of how these men shaped the adult Pi

- Were it not for the influences of these men, Pi may not have survived at sea. Also, their influence was so great that the career path Pi chooses, namely religious studies and zoology is a direct influence of his childhood mentors.

QUESTION 4 ESSAY WITH GUIDELINES
ASSESSMENT RUBRIC FOR LITERARY ESSAY

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. <ul style="list-style-type: none"> Thorough and impressive, in-depth knowledge of the text. Exemplary understanding: can reproduce relevant facts insightfully within the question. Every point relevant to the topic. Thorough literary appreciation: understands, enjoys, can evaluate. 	5 4.5	<ul style="list-style-type: none"> Planned, structured, well-considered argument with effective linkage and excellent cohesion. Logical progression of argument. Lucid, eloquent. Original expression. Excellent control of tone. Textual substantiation of every comment. Excellent vocabulary and language structures. Formal language usage. Grammatically correct. Third person. Present tense.
	87 83 80	13 12.5 12	Excellent Distinctive	A perceptive essay that is commendable and well-structured. <ul style="list-style-type: none"> Thorough, accurate and confident knowledge of the text. Mature understanding: integrates and elaborates textual references insightfully. Maintains consistent focus. Literary appreciation is evident. 	4	<ul style="list-style-type: none"> Planned, structured argument with good linkage. Clear expression, coherent. Control of tone. Textual substantiation of comments. Very good vocabulary and language structures. Formal language usage. Grammatically correct. Third person. Present tense.
6	77 73 70	11.5 11 10.5	Very good	A skilful, competent essay that is focused. <ul style="list-style-type: none"> Very good, accurate knowledge of the text. Very good understanding: argument is developed logically; may have minor lapses. Relevant textual references – these could have been used with greater effect. Good appreciation of the text. 	3.5	<ul style="list-style-type: none"> Adequate linkage to show logical progression, sound introduction and conclusion. Plain expression. Most comments supported by appropriate substantiation. Some duplication of comment. Satisfactory vocabulary and language structures. Predominantly formal language. Third person. Odd fluctuations from present tense.
5	67 63 60	10 9.5 9	Good Average/ Satisfactory	An essay that "does the job". <ul style="list-style-type: none"> Adequate knowledge of text. Satisfactory understanding: argument is developed in an adequate manner and most points relate to topic. Mostly relevant textual references; some generalisations. Some appreciation of text. 	3	<ul style="list-style-type: none"> Introduction and conclusion, some linkage to show progression. Pedestrian expression. Partial support of comment with textual substantiation. Simple vocabulary and language structures. Predominantly formal language. Predominantly third person. Fluctuations from present tense.
4	57 53 50	8.5 8 7.5	Less than satisfactory	An undeveloped essay that attempts to engage with the question. <ul style="list-style-type: none"> Reasonable knowledge of the text. Simplistic understanding of question: argument is partly developed; narrow interpretation and vague reference to the topic. Attempts to answer given question; vague textual references. 	2.5	<ul style="list-style-type: none"> Lack of planning, poorly structured. Weak introduction and conclusion. Haphazard, disjointed, rambling, very poor linkage. Some distracting errors with textual substantiation. Weak vocabulary and sentence structures. Use of colloquialisms, contractions. Limited textual substantiation.
3	47 43 40	7 6.5 6	Adequate	A simplistic essay that struggles to engage with the question. <ul style="list-style-type: none"> Limited understanding of the text. Errors of understanding of question and/or content, muddled. Little or no referencing/ flawed referencing. Only hints at topic. 	2	<ul style="list-style-type: none"> Defective: unstructured, sloppily written. requiring marked effort to understand. paragraph links problematic. serious vocabulary and sentence structure errors. poor textual substantiation.
2	37 33 30	5.5 5 4.5	Passable but, inadequate	A poor essay that is muddled, vague and/or inaccurate. <ul style="list-style-type: none"> Unsatisfactory knowledge of the text. A weak, flawed response, which might be off topic. Very few, if any links of textual referencing to the question. Difficult to identify any distinct argument; unfocused. 	1.5	<ul style="list-style-type: none"> Defective: unstructured, sloppily written. requiring marked effort to understand. no linkage. serious vocabulary and sentence structure errors. disjointed textual substantiation.
1	27 23 20	4 3.5 3	Erroneous	An extremely weak essay; at times displays a feeble attempt to engage with the text. <ul style="list-style-type: none"> Poor/incomplete/flawed/no knowledge of the text. The essay is vague, muddled and lacks focus. No links of textual referencing to the question. 	1	<ul style="list-style-type: none"> Barely intelligible.
	17 13 10 7 1 3	2.5 2 1.5 1 1 0.5	Incompetent	A totally incompetent essay; displays no link to the text or the question. <ul style="list-style-type: none"> Serious errors of understanding of the question and/or the text. Complete misinterpretation of topic. Vague attempt to produce a response. 	0.5	<ul style="list-style-type: none"> Barely intelligible.

SECTION B TRANSACTIONAL WRITING

QUESTION 5 LONGER TRANSACTIONAL PIECE: LETTER TO THE PRESS

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: SOCIAL MEDIA COMMENTARY

ASSESSMENT RUBRIC

This rubric serves to guide the marking process. Markers should be aware that the mark for the PURPOSE element need not correspond with the mark for "LANGUAGE AND FORMAT". A candidate may, for example, achieve a level 7 for "PURPOSE", but only a level 5 for "LANGUAGE AND FORMAT" (e.g. 4 + 3 = 7).

		PURPOSE	LANGUAGE AND FORMAT
LEVEL	MARK	DESCRIPTOR	DESCRIPTOR
		4–5	4–5
7	10 9 8	Candidate can produce an original and coherent short text, skilfully adapting to different audiences. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register displayed. Excellent evidence of editing enhances the overall expression of the candidate's message.
		3,5	3,5
6	7	Candidate is able to produce an original short text, although this is not always sustained. There is evidence of a personal style and engagement with the question.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although not always sustained. Very few grammar or spelling errors.
		2,5–3	2,5–3
5	6 5	Candidate attempts to adapt to different audiences and contexts, although some areas jar with question requirements. An average response.	Pedestrian but not seriously flawed. Mostly accurate use of vocabulary and language conventions. Minor errors.
		1,5–2	1,5–2
4	4 3	Candidate tries to take into account different audiences, purposes and contexts, although this is not entirely successful.	Candidate tries to apply conventions, but there are a number of language and punctuation errors. There is limited understanding of appropriate register.
		1	1
3	2	An attempt is made to produce an original text which takes into account different audiences, purposes and contexts, but this is not always done correctly.	Flawed product with poor spelling and grammar. Meaning is not always clear. Register usually at odds with the demands of the task.
		0,5	0,5
2	1	Inadequate attention to purpose and context. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product marred with language, punctuation and vocabulary errors. No understanding of appropriate register.
		0	0
1	0	No evidence of engagement with the question. No attention to purpose or context. A completely flawed response.	No evidence of language conventions. Inability to use correct register. Communication marred.

Total: 100 marks