



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2017

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

Possible response/content (see esp. Ch. 66, 67, 70, 77)

- Pi is indeed a gentle boy when we meet him in Part 1 of the novel; he responds to the 'loving' call of all three religions he comes to follow.
- Even Pi the adult is gentle: he picks up his little girl, touches her nose affectionately, calls her 'little one'.
- Gentle does not mean weak however: he follows his own mind (to join all three religions, for example) despite teasing from Ravi, despite the view of his parents that his chosen path is 'old-fashioned', and the disbelieving reaction from the religious leaders themselves!
- Nor does gentle mean he cannot – or does not – become aggressive ... Even to the extent of resembling the ferocity of Richard Parker – as the extracts indicate.
- He does this because he has no choice if he is to survive. Simple fact.
- His dearly-held beliefs cannot hold true in these extreme circumstances.
- During his horrific sojourn on the Pacific, for example, Pi battles to build a bridge from 'a lifetime of peaceful vegetarianism' and the 'willful beheading' of his first fish; but he does it.
- He is so hungry that his 'fantasy meals grew to be the size of India' and 'ice-cream heaped as high as the Himalayas'.
- At first he guts and peels fish but later he simply rinses off their 'slimy slipperiness' before biting into them.
- At first he lets Richard Parker eat fishes' heads, but later he picks at them himself, and finds that fresh liquid is found in their eyes and their vertebrae.
- Turtles become his favourite – every bit of them provides him with something in the way of food and so he finds himself 'rummaging for food in the automatic way of monkeys'.
- He drinks turtle blood 'to the last drop' and pops crabs into his mouth 'like candy'.
- And who can blame him? Thanks to these unorthodox meals, Pi discovers that 'a full belly made for a good mood' – BOTH equally important if he is to SURVIVE.
- 'Life will defend itself no matter how small it is ...'. In fact, very pragmatically, Pi says: ... the vegetarian part of me would simply pinch its nose and bear it' (p. 141).

FACTS
Single paragraph
Pi: Both gentle → cannibal
Use of 3rd person
Use of present tense
Appropriate language/style/register

QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

Learner's own **opinion/stance** should be clearly expressed, preferably in the opening sentence. Then, supporting details must be provided based on the text. Valid content exists throughout the novel. For instance, Pi does not see religion and science as mutually exclusive but rather like his own name, the one could be used to make sense and meaning of the other, and vice versa.

Examples – Pi's understanding of animals and science (education)

- His father teaches Pi (and Ravi) about animal behaviour through their engagement at the Pondicherry Zoo.
- He also shows them a tiger killing and eating a goat: danger.
- Pi knows all about how to tame circus animals, e.g. lions.
- Pi 'teaches' both Mr Kumars about zoomorphism (when an animal treat a human or another animal as one of its own species).
- Pi is able to build the raft to put distance between himself and Richard Parker – 'Ah, to have had a practical education in knots!' p. 149
- He understands the need to establish his 'territory' (with his urine) and to subdue the tiger e.g. uses the whistle and strategic feeding of RP.
- He uses turtle shells as potential shields should RP attack him and even handles the tiger's faeces to communicate dominance over him: 'psychological bullying'.
- Pi sets up solar stills to desalinate sea water for safe drinking – a vital action.
- THUS Pi's application of all he has learned at the zoo, at school and from others, helps him to survive. Pi says of the thoughts that popped into his mind just when he needed them: 'Necessity is the mother of invention, how very true.' p. 139
- (All of this in spite of the fact that 'winds and currents were a mystery' to him and that 'the stars meant nothing' to him ...). p. 193

Examples – Pi's love of religion/God (belief)

- Pi's strong belief in a loving God most certainly helps him survive beyond the physical.
- In fact, he lists '1 God' to his list of survival treasures he finds on the lifeboat ...
- Just when Pi is about to give up he hears an inner voice: 'I will not die ... I will beat the odds... Yes, so long as God is with me, I will not die. Amen.' p. 148
- When he is terrified on discovering the presence of the tiger, he calls out to 'Jesus, Mary, Muhammad and Vishnu!'
- When he struggles to sleep during the long nights alone, 'I mumbled words of Muslim prayer and went back to sleep'.
- 'To me, religion is about our dignity, not our depravity.' p. 71
- The trickle of water at his baptism 'had the refreshing effect of a monsoon rain'.
- Pi aches as RP walks off after they reach land – because RP provided Pi with companionship – which is one of Pi's explanations for the occurrence of zoomorphism.
- Imagination: of being rescued – sign of hope i.e. belief in something better to come.
- When Pi and RP leave the carnivorous island, he says simply that he was 'bereft and desperate' and that he should thus 'turn to God'. Indeed, soon afterwards, he reaches Mexico.

FACTS in support of OPINION = **up to 10 marks** (balance number of statements made with support, with a global mark for the quality of the opinion expressed).

ADD: **1 mark for clear stance; 1 mark for 3rd person; 1 mark for present tense; 1 mark for overall convincing voice; 1 mark for appropriate language/style/register.**

QUESTION 3 DIALOGUE

Mr Kumar: Pi, I read all about your devastating loss of your family, and of your ordeal on the Pacific. I am so sorry for how you must have suffered, dear boy.

Pi: Thank you Mr Kumar. Your coming all this way means the world to me. I remember our last conversation at the Pondicherry Zoo so well!

Mr Kumar: Ah Pi – I felt so sorry for myself back then. I recall how I dismissed religion as 'darkness' and championed science as my helper. What do you think of these things now? Who or what was your 'helper, Pi?

Make sure candidate includes both Pi's recollections (facts from novel) and Mr Patel's responses (creative element).

Possible content – although again, the entire novel includes possibly relevant facts:

- Richard Parker's challenge at first, and then his companionship, gave (me) something immediate other than myself to focus on. A welcome and helpful distraction from thoughts and feelings of loss.
- For Pi, Richard Parker (and indeed animals in general) embodied doing whatever is necessary to survive. If you have to kill to eat and live, then that is what has to be done.
- RP is efficient without being senselessly cruel. This could help Pi to find the courage to do the same.
- Even the other animal characters could be seen as aspects of Pi himself if the events are seen as a fable – each with its own characteristics contributing to Pi's overall survival.
- Several other acceptable interpretations/possibilities for conversation exist.

Including

- Pi's likely mentioning of the role of his religious faith – about which this Mr Kumar may well still feel as he used to, or perhaps he opens up to the possibility of the existence of God after hearing Pi's story??
- This would be an interesting angle for learners to explore through this question.

Accept any of the many other valid examples candidates could well refer to.

QUESTION 4 ESSAY WITH GUIDELINES

Essay: example of possible content and structure to be used in conjunction with the HL amended / draft rubric. (Original: HL SAGS p. 47)

- Par. 1** Example: Pi Patel – and Richard Parker – survived for 227 days after the Tsimtsum sank. What actually happened during those 227 days is a matter of what the reader chooses to believe since Pi tells two versions of the story in the novel.
- Par. 2** Richard Parker the tiger certainly embodies characteristics that are helpful in terms of physical survival: although he seems to be a threat at times, he saves Pi's life when he kills the hyena. In training RP, Pi develops alpha male qualities of strength, single-minded courage and the strong will to survive. Interestingly, this leads to a love for the animal that leads to him assisting RP with food and water, which provides something of a purpose beyond Pi's own survival i.e. emotional/spiritual survival. Thus Pi aches to see RP go off into the Mexican jungle without turning back.
- Par. 3** Example: Pi learns to hunt and kill just as an animal in the wild would to ensure its survival. This is extremely difficult at first since Pi's early life was as a non-violent vegetarian. But the situation he faces offers no choice. Pi starts to catch fish and sea turtles, and to eat them. He becomes more brutish about it with time, tearing apart birds and greedily filling his mouth with it like RP does. After RP mauls the Frenchman, Pi uses his flesh as bait and even eats some of it. He urinates to mark his territory on the boat as distinct from Richard Parker's. He even uses the tiger's faeces as a way of establishing his dominance over the tiger. These are all actions that help Pi to survive – they are zoomorphic behaviours, showing a side to Pi that contrasts with the boy we get to know in Part 1.
- Par. 4** Example: These zoomorphic characteristics prove to be extremely useful to Pi. If he had not developed them, he would have starved to death, for a start. If he remained unwilling or unable to catch, kill and eat meat, he would have been out of food after the last of the lifeboat supplies had run out. Also, if it were not for Richard Parker, Pi would have been entirely alone, hugely dangerous in an emotional sense. To ponder his losses and extreme experiences at length could well have led to despair and death. Physically and mentally, therefore, also in the world more generally, humans need the courage to do what it takes to compete for vital resources, and to be emotionally resilient and confident in a tough and challenging world.
- Par. 5** Example: Whichever of the two versions one considers, Richard Parker remains an important part of Pi's survival. Pi himself puts it well when he is temporarily blinded and apparently talking to the other blind man at sea, he says, 'I am blind and we have no food and water, but we have each other. That is something. Something precious.'

MARKING

- Use the content examples above as a guideline, together with the structure provided to learners in the question.
- Balance this against the more global marking approach provided for in the rubric (see page 6) to arrive at the most accurate mark possible.
- Penalty of –1 if no title provided.

DRAFT ENGLISH FIRST ADDITIONAL LANGUAGE
ASSESSMENT GRID FOR LITERARY ESSAY: PAPER II
(adapted from the HL rubric for personal writing HL SAG p47)

Level	Category	%	Descriptors	Mark /20
7	Outstanding/ Excellent	100–80	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.	20–16
6	Very good	79–70	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	69–60	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.	13,5–12
4	Satisfactory	59–50	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.	11,5–10
3	Mediocre	49–40	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.	9,5–8
2	Weak	39–30	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.	7,5–6
1	Very weak	29–0	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.	5,5–0

SECTION B TRANSACTIONAL WRITING

QUESTION 5 LONGER TRANSACTIONAL PIECE: EULOGY

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 = 21)

		PURPOSE	LANGUAGE AND FORMAT
LEVEL	MARK	DESCRIPTOR	DESCRIPTOR
		15–12	15–12
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.
		11,5–10,5	11,5–10,5
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.
		10–9	10–9
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.
		8,5–7,5	8,5–7,5
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.
		7–6	7–6
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.
		5,5–4	5,5–4
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.
		3,5–0	3,5–0
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: INVITATION

ASSESSMENT RUBRIC

		PURPOSE	LANGUAGE AND FORMAT
LEVEL	MARK	DESCRIPTOR	DESCRIPTOR
		5–4	5–4
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.
		3–2,5	3–2,5
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.
		2–1,5	2–1,5
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