



ENGLISH FIRST LANGUAGE: WRITING AND PRESENTING

**MEMORANDUM**

Time: 2 hours

100 marks

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**The marking memorandum is a working document prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the marking memorandum is consistently interpreted and applied in the marking of candidates' scripts.**

**The IEB will not enter into any discussions or correspondence about any marking memorandum. It is acknowledged that there may be different views about some matters of emphasis or detail of a marking memorandum. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of a marking memorandum.**

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## QUESTION 1

### Assessment standards:

- **decide on and apply the appropriate style, point of view and format of text**
- **Convert information from one form to another**

1.1 Basically rise was from about 10 executions to 80. There seemed to be – with fluctuations – a rise of about 10 a year.

| Mark | DESCRIPTOR   |
|------|--|
| 5    | The learner is able to write a cohesive and accurate paragraph and is able to convert data with ease. Ideas and arguments are structured in a sustained, persuasive and creative way and show a developing personal style.                   |
| 4    | The learner is mostly able to write a cohesive and accurate paragraph and is able to convert data. Ideas and arguments are mostly structured in a sustained, persuasive and creative way and show a developing personal style.               |
| 3    | The learner is generally able to write a cohesive and accurate paragraph and is often able often to convert data. Ideas and arguments are often structured in a sustained, persuasive and creative way and show a developing personal style. |
| 2    | The learner is sometimes able to write a cohesive and accurate paragraph and is, on occasion, able to convert data. Ideas and arguments are very loosely structured.   |
| 1    | The learner is barely able to write a cohesive and accurate paragraph and is largely unable to convert data. Ideas and arguments are confused.   |

1.2 Memo which looks at drop in death penalty – flower power, era of human awareness, etc.

**Rubric for memo:**

| <b>LEVEL</b> | <b>DESCRIPTOR</b>  | <b>mark</b>    |
|--------------|--|----------------|
| <b>7</b>     | The learner is able to write an original, cohesive and accurate memo, taking into account the audience, purpose, context and format. Ideas and arguments are structured in a sustained, persuasive and creative way and show a developing personal style. There is evidence of information being converted in an accurate and original manner.                               | <b>16-20</b>   |
| <b>6</b>     | The learner is mostly able to write an original, cohesive and accurate memo, taking into account the audience, purpose, context and format. Ideas and arguments are mostly structured in a sustained, persuasive and creative way and show a developing personal style. There is evidence of information being converted in a generally accurate and original manner.        | <b>14-15,5</b> |
| <b>5</b>     | The learner is often able to write an original, cohesive and accurate memo, taking into account the audience, purpose, context and format. Ideas and arguments are generally structured in a sustained, persuasive and creative way and show a developing personal style. There is some evidence of information being converted in a generally accurate and original manner. | <b>12-13,5</b> |
| <b>4</b>     | The learner is sometimes able to write an original, cohesive and accurate memo, taking into account the audience, purpose, context and format. Ideas and arguments are on occasion structured in a sustained, persuasive and creative way and show a developing personal style. There is some evidence of information being converted, but this is not always accurate.      | <b>10-11,5</b> |
| <b>3</b>     | The learner makes an attempt to produce an original, coherent and cohesive memo, but has some lapses. At times, audience, purpose and format is taken into account. At times, ideas and arguments are developed, but with little creativity, detail or focus and with limited evidence of personal style. Limited evidence of information being converted accurately.        | <b>8-9,5</b>   |
| <b>2</b>     | The learner shows limited originality, coherence, cohesion, creativity and accuracy or attention to format, purpose, context or audience. Ideas are very seldom developed and almost no personal style. Information is often converted inaccurately.   | <b>6-7,5</b>   |
| <b>1</b>     | The learner shows almost no originality, accuracy, coherence or cohesion. No attention is paid to format, purpose and audience. The learner is hardly able to write intelligibly and arguments are so confused that the text is rendered almost meaningless. Conversions are non-sensical.   | <b>0-5,5</b>   |

## QUESTION 2

### Assessment standards:

- **identify the target audience and specific purpose of texts**
- **use a variety of sentence types for effect**
- **experiment with format and style for creative purposes**
- **use logical connectors such as conjunctions, pronouns, adverbs and prepositions to ensure cohesion.**

### 2.1 Target audiences

| Mark     | DESCRIPTOR  |
|----------|---|
| <b>6</b> | The learner is able to write a cohesive and accurate paragraph and is able to explain target audience with ease. Different sentence structures are used for effect.             |
| <b>5</b> | The learner is mostly able to write a cohesive and accurate paragraph and is mostly able to explain target audience. Different sentence structures are used for effect.         |
| <b>4</b> | The learner is often able to write cohesively and is generally able to explain target audience data with ease. Different sentence structures are often used for effect.         |
| <b>3</b> | The learner is sometimes able to write a cohesive and accurate paragraph and is, on occasion, able to explain target audience. Ideas and arguments are very loosely structured. |
| <b>2</b> | The learner is barely able to write a cohesive and accurate paragraph and is largely unable to explain target audience. Ideas and arguments are confused.                       |
| <b>1</b> | The learner is not able to write a cohesive and accurate paragraph and is largely unable to convert data. Ideas and arguments are rambling.                                     |

2.2 Agony Aunt reply

| <b>LEVEL</b> | <b>DESCRIPTOR</b>   | <b>mark</b>  |
|--------------|---|--------------|
| <b>7</b>     | The learner is able to write an original and entertaining agony aunt reply. Ideas and arguments are structured in a sustained, persuasive and creative way and show a developing personal style. Logical connectors are used for effect.                              | <b>8-10</b>  |
| <b>6</b>     | The learner is mostly able to write an original and entertaining agony aunt reply. Ideas and arguments are mostly structured in a sustained, persuasive and creative way and show a developing personal style. Logical connectors are used for effect.                | <b>7-7,5</b> |
| <b>5</b>     | The learner is often able to write an original and entertaining agony aunt reply. Ideas and arguments are often structured in a sustained, persuasive and creative way and show a developing personal style. Logical connectors are generally used for effect.        | <b>6-6,5</b> |
| <b>4</b>     | The learner is sometimes able to write an original and entertaining agony aunt reply. Ideas and arguments are sometimes structured in a sustained, persuasive and creative way and show a developing personal style. Logical connectors are used at times for effect. | <b>5-5,5</b> |
| <b>3</b>     | The learner has limited ability to write an original and entertaining agony aunt reply. Ideas and arguments are rarely structured in a sustained, persuasive and creative way and show a developing personal style. Logical connectors are sometimes used for effect. | <b>4-4,5</b> |
| <b>2</b>     | The learner shows limited originality. Ideas are very seldom developed and almost no personal style. Logical connectors are rarely used.  | <b>3-3,5</b> |
| <b>1</b>     | The learner shows almost no originality. The learner is hardly able to write intelligibly and arguments are so confused that the text is rendered almost meaningless.   | <b>0-2,5</b> |

### QUESTION 3

**Assessment standards:**

- **Demonstrate planning skills for writing for a specific purpose, audience and context:**
  - locate, access, select and organize relevant data from sources
  - sustain own voice
  - research topics and record findings accurately
  - develop coherent ideas and organize these accurately
  - use a range of stylistic and rhetorical devices
  - accurately convert data

3.1 Bar graph

| <b>LEVEL</b> | <b>DESCRIPTOR</b>   | <b>mark</b> |
|--------------|---|-------------|
| <b>7</b>     | The learner is able to accurately draw a bar graph. There is evidence of information being converted in an accurate and original manner.  | <b>14</b>   |
| <b>6</b>     | The learner is mostly able to accurately draw a bar graph There is evidence of information being converted in a generally accurate and original manner.                                     | <b>12</b>   |
| <b>5</b>     | The learner is often able to accurately draw a bar graph. There is some evidence of information being converted in a generally accurate and original manner.                                | <b>10</b>   |
| <b>4</b>     | The learner has some accuracy in the bar graph, but there are errors in some of the interpretation. There is some evidence of information being converted, but this is not always accurate. | <b>8</b>    |
| <b>3</b>     | The learner makes an attempt to produce an accurate bar graph, but has some lapses. Limited evidence of information being converted accurately.   | <b>6</b>    |
| <b>2</b>     | The learner shows limited understanding of bar graphs. Information is often converted inaccurately.   | <b>4</b>    |
| <b>1</b>     | The learner shows almost no understanding of bar graphs Conversions are non-sensical.   | <b>0-2</b>  |

3.2 Argumentative essay

| <b>LEVEL</b> | <b>DESCRIPTOR</b>   | <b>mark</b>    |
|--------------|---|----------------|
| <b>7</b>     | The learner is able to write an original, cohesive and accurate essay. Ideas and arguments are structured in a sustained, persuasive and creative way and show a developing personal style. There is evidence of information being used in an accurate and original manner. Own voice is sustained. Evidence of research findings.  | <b>24-30</b>   |
| <b>6</b>     | The learner is mostly able to write an original, cohesive and accurate essay. Ideas and arguments are structured in a sustained, persuasive and creative way and show a developing personal style. There is much evidence of information being used in an accurate and original manner. Own voice is mostly sustained. Some evidence of research findings.                                  | <b>21-23,5</b> |
| <b>5</b>     | The learner is often able to write an original, cohesive and accurate essay. Ideas and arguments are often structured in a sustained, persuasive and creative way and show a developing personal style. There is often evidence of information being used in an accurate and original manner. Own voice is sometimes sustained. Some evidence of research findings.                         | <b>18-20,5</b> |
| <b>4</b>     | The learner is sometimes able to write an original, cohesive and accurate essay. Ideas and arguments are sometimes structured in a sustained, persuasive and creative way and show a developing personal style. There is some evidence of information being used in an accurate and original manner. Own voice is evident, but not always sustained. Limited evidence of research findings. | <b>15-17,5</b> |
| <b>3</b>     | The learner is rarely able to write an original, cohesive and accurate essay. Ideas and arguments are rarely structured in a sustained, persuasive and creative way and show a developing personal style. There is some evidence of information being used in an accurate and original manner. Own voice is evident, but not rarely sustained. Poor evidence of research findings.          | <b>12-14,5</b> |
| <b>2</b>     | The learner shows limited ability to write an original, cohesive and accurate essay. Ideas and arguments are very rarely structured in a sustained, persuasive and creative way and show a developing personal style. There is limited evidence of information being used in an accurate and original manner. Own voice is rarely evident. Threadbare evidence of research findings.        | <b>9-11,5</b>  |
| <b>1</b>     | The learner shows almost no originality, accuracy, coherence or cohesion. The learner is hardly able to write intelligibly and arguments are so confused that the text is rendered almost meaningless. No evidence of own voice. No evidence of research findings.  | <b>0-8,5</b>   |

3.3 Letter to editor

| <b>LEVEL</b> | <b>DESCRIPTOR</b>  | <b>mark</b>    |
|--------------|--|----------------|
| <b>7</b>     | The learner is able to write an original letter to the editor that clearly sustains an individual voice Ideas and arguments are structured in a sustained, persuasive and creative way and show a developing personal style. An interesting range of stylistic and rhetorical devices is used.     | <b>16-20</b>   |
| <b>6</b>     | The learner is mostly able to write an original letter to the editor that clearly sustains an individual voice Ideas and arguments are mostly structured in a sustained, persuasive and creative way and show a developing personal style. A range of stylistic and rhetorical devices is used.    | <b>14-15,5</b> |
| <b>5</b>     | The learner is often able to write an original letter to the editor that clearly sustains an individual voice Ideas and arguments are often structured in a sustained, persuasive and creative way and show a developing personal style. Some stylistic and rhetorical devices are used.           | <b>12-13,5</b> |
| <b>4</b>     | The learner is sometimes able to write an original letter to the editor that clearly sustains an individual voice Ideas and arguments are sometimes structured in a sustained, persuasive and creative way and show a developing personal style. Some stylistic and rhetorical devices are used.   | <b>10-11,5</b> |
| <b>3</b>     | The learner makes an attempt to write an original letter to the editor, but is unable to sustain an individual voice Ideas and arguments are rarely structured in a sustained, persuasive and creative way and show a developing personal style. Limited stylistic and rhetorical devices are used | <b>8-9,5</b>   |
| <b>2</b>     | The learner makes a flawed attempt to write a letter to the editor, but is unable to sustain an individual voice or be original. Ideas and arguments are often poorly expressed and there is limited evidence of personal style. Limited stylistic and rhetorical devices are used                 | <b>6-7,5</b>   |
| <b>1</b>     | The learner makes a half-hearted attempt to write a letter to the editor, but is unable to sustain an individual voice or be original. Ideas and arguments are so poorly expressed as to render the piece meaningless. No evidence of personal style. No stylistic and rhetorical devices are used | <b>0-5,5</b>   |