

## Writing Task 2

### Specimen

### Year 6

## Writing Task 2

(20 marks)

Choose either 1 or 2. Write between 140 and 200 words.

1. Your class is working on a school project called Cities of the World.

Write **a report** about a city of your choice. Remember to organise your report into different paragraphs. Write your report using these subheadings:

- Introduction
- Places of interest
- How to get around
- Where and what to eat
- Conclusion

OR

2. One evening while playing on your computer, you are taken to a different time in the past.

Write **a letter** to your friend Pat to tell her about this experience. In your letter tell Pat about:

- the time you have travelled to,
- how you are spending your time there,
- the people you have met,
- how she can help you return back to your time.

Your address is: 10, Green Lane, Dorset.

Use this space to plan your writing.





## Writing Task 2

(20 marks)

Refer to Marking Criteria for Task 2 to assess this writing task.

The writing should be between 140 and 200 words, but students are not to be penalised for not adhering to the word limit.

Choice 1: Writing A Non-Chronological Report

Your class is working on a school project called Cities of the World. Write a report about a capital city of your choice.

The following are indications of what should be expected within each criteria.

<b>Content and relevance</b>	<ul style="list-style-type: none"> <li>· Report gives information about a single topic: a capital city (real or not).</li> <li>· It uses a formal tone.</li> <li>· Presentation makes the information easy to locate.</li> </ul>
<b>Organisation and structure</b>	<ul style="list-style-type: none"> <li>· Information is grouped logically into paragraphs.</li> <li>· The report <b>should</b> include these features:               <ul style="list-style-type: none"> <li>· A topic title which covers the whole subject</li> <li>· Introductory paragraph containing some general information about the city.</li> <li>· Three or more short paragraphs each focusing on a different aspect, e.g., places of interest, how to get around, where and what to eat</li> <li>· A concluding paragraph</li> </ul> </li> <li>· <b>May</b> include a Did you Know? / Interesting Fact / Fun fact box.</li> <li>· <b>May</b> contain a glossary to explain technical words.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>· Factual language related to cities, small, big, oldest, modern, popular, narrow, tall buildings, streets, shops, museums, skyscrapers, offices, parks, bridges, typical food...</li> <li>· Technical vocabulary: population, located, attractions, tourists, traditional, interesting, landmarks, ancient, historical events, amenities, etc...</li> <li>· Words related to lexical area (Cities and Landmarks)</li> </ul>
<b>Language Use</b>	<ul style="list-style-type: none"> <li>· Correct use of verb tense conjugation (mostly present tense)</li> <li>· Written in the third person and uses third person pronouns (This is, This city is, It is known, They...)</li> <li>· Use of conjunctions to connect clauses, sentences and explain points, e.g., in addition to this, moreover, however, so, because, when, which...</li> </ul>
<b>Spelling and Punctuation</b>	<ul style="list-style-type: none"> <li>· To be assessed using the indicators in the Marking Criteria for Spelling and Punctuation.</li> </ul>

Choice 2: Writing a letter

Write a letter to your friend Pat to tell her about your time-travel experience.

The following are indications of what should be expected within each criteria.

<p><b>Content and relevance</b></p>	<ul style="list-style-type: none"> <li>· Writing is in the form of a letter.</li> <li>· Letter recounts a time-travel experience/adventure to a time in the past.</li> <li>· It includes details about the period of time to which the author travelled to, how he/she is spending the days, the people he/she has met and suggests an idea how Pat can help them return back home.</li> </ul>								
<p><b>Organisation and structure</b></p>	<p>The following letter conventions need to be present in the letter. Marks are to be deducted as follows:</p> <table border="1" data-bbox="555 734 1331 922"> <tr> <td><b>The sender's address</b></td> <td><b>½ mark</b></td> </tr> <tr> <td><b>Dear Pat,</b></td> <td><b>½ mark</b></td> </tr> <tr> <td><b>Your friend, (or any other suitable closing remark)</b></td> <td><b>½ mark</b></td> </tr> <tr> <td><b>Name only (e.g. Zac)</b></td> <td><b>½ mark</b></td> </tr> </table> <p>The layout may also include:</p> <ul style="list-style-type: none"> <li>· an opening sentence establishing contact with the friend, e.g. asking about friend's health and giving reasons for writing.</li> <li>· a body (might comprise of 1 or more paragraphs).</li> <li>· a closing sentence or short paragraph to conclude the letter appropriately (e.g. ask the friend for help, ask the friend to contact her parents and say that he/she is missing them...)</li> <li>· signing off (Bye for now, Love, Lots of love, Take care...).</li> </ul>	<b>The sender's address</b>	<b>½ mark</b>	<b>Dear Pat,</b>	<b>½ mark</b>	<b>Your friend, (or any other suitable closing remark)</b>	<b>½ mark</b>	<b>Name only (e.g. Zac)</b>	<b>½ mark</b>
<b>The sender's address</b>	<b>½ mark</b>								
<b>Dear Pat,</b>	<b>½ mark</b>								
<b>Your friend, (or any other suitable closing remark)</b>	<b>½ mark</b>								
<b>Name only (e.g. Zac)</b>	<b>½ mark</b>								
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>· Words related to lexical area (Ancient Civilizations)</li> </ul>								
<p><b>Language Use</b></p>	<ul style="list-style-type: none"> <li>· Descriptive language to describe the location, the lifestyle, the people at that time...</li> <li>· A variety of adjectives and adverbs</li> <li>· Linking words to link ideas (While, During, In the meantime...)</li> <li>· Correct use of verb tense conjugation (mostly the present continuous)</li> <li>· Contractions are to be accepted.</li> </ul>								
<p><b>Spelling and Punctuation</b></p>	<ul style="list-style-type: none"> <li>· To be assessed using the indicators in the Marking Criteria for Spelling and Punctuation.</li> </ul>								

**Writing Marking Criteria for Task 2**

**(20 marks)**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Content and Relevance</b>	Content is completely relevant. Task is achieved in full.	Content is mostly relevant. Task is mostly achieved.	Content is not always relevant. Task is achieved in part.	Content is under-developed. Task is hardly achieved.	Content is totally irrelevant. Task is not achieved.
<b>Organisation and Structure</b>	Writing is structured and organised in a logical manner. Cohesive devices are varied and link together well.	Writing is structured and organised into coherent prose. Cohesive devices are quite varied and generally correct.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control.	No attempt to structure and organise their writing.
<b>Vocabulary</b>	Wide-ranging and appropriate vocabulary	Very good range and appropriate vocabulary	Good range and appropriate vocabulary	Limited vocabulary, possibly seen in the repetition of words	Very limited and inappropriate choice of vocabulary
<b>Language Use</b>	Varied and accurate grammatical structures and syntax  Excellent choice of expression	Quite varied and mostly accurate grammatical structures and syntax  Good choice of expression	Basic and sometimes inaccurate grammatical structures and syntax  Adequate choice of expression but with some inaccuracies	Limited and mostly inaccurate grammatical structures and syntax  Limited choice of expression with inaccuracies	Inaccurate grammatical structures and syntax throughout  Very poor choice of expression
<b>Spelling and Punctuation</b>	Accurate spelling and use of punctuation (no mistakes)	Good spelling and use of punctuation (1 to 3 different mistakes)	Adequate spelling and use of punctuation (4 to 6 different mistakes)	Poor spelling and use of punctuation (7 to 9 different mistakes)	Very poor spelling and no use of punctuation (10 or more different mistakes)