Writing Task 2 (18 marks)

Choose either 1 or 2. Write between 70 and 100 words.

1. You are Sam and you are planning a pyjama party. Write **an email** to **invite** your friend Pat to your pyjama party.

   In your email write about:
   · when the party will be and at what time,
   · who you have invited,
   · the activities you have planned,
   · any food/snacks you will eat,
   · what things your friend needs to get.

   Start your email like this:

To:	patb@ymail.com
Subject:	Pyjama Party

<div align="center">OR</div>

2. You have just started a new sport and you are really enjoying it. Your teacher has asked you to write **report** about this sport **to encourage** other children to practise it.

   Write a report using these subheadings:
   · Introduction
   · How this sport is played
   · What you need for this sport
   · What you need to wear
   · Conclusion

Use this space to plan your writing.

Writing Task 2. Use this space to write your **EMAIL.**   **(18 marks)**

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Writing Task 2. Use this space to write your **REPORT**. (18 marks)

Write a **title** for your report	
What is this sport? Where is it played? How many people can play?	**Introduction** —————————————————— —————————————————— ——————————————————
What is the aim? What are some rules?	**How this sport is played** —————————————————— —————————————————— —————————————————— ——————————————————
What equipment do players need to play this sport?	**What you need for this sport** —————————————————— —————————————————— —————————————————— ——————————————————
What do players wear?	**What you need to wear** —————————————————— —————————————————— —————————————————— ——————————————————
What do you like most about it?	**Conclusion** —————————————————— —————————————————— ——————————————————

Writing Task 2 (20 marks)

Refer to Marking Criteria for Task 2 to assess this writing task.
The writing should be between 70 – 100 words, but students are not to be penalised for not adhering to the word limit.

Choice 1: Writing an email
Write **an email** to **invite your friend Pat** to **a pyjama party**.
The following are indications of what should be expected within each criteria.

Content and relevance	· Writing is in the form of an email. · Email includes an invitation for a pyjama party. · It informs the reader about the party. It gives details about some or all of the following: date and time, other friends who are invited, mentions some activities and includes suggestions for items to bring.
Organisation and structure	The following email conventions need to be present in the email. Marks for missing elements are to be deducted as follows: <table><tr><td>Dear Pat,</td><td>½ mark</td></tr><tr><td>Your friend,</td><td>½ mark</td></tr><tr><td>Name only (Sam)</td><td>½ mark</td></tr></table> The layout may also include: · an opening sentence establishing contact with the friend, e.g. asking about friend's health, reference to previous email and giving reasons for writing. · a body (might comprise of 1 or more paragraphs). · a closing sentence or short paragraph to conclude the email appropriately (e.g. Hope you can come! Please say you'll come, It would be great to have you there., etc...) · signing off (Bye for now, Love, Lots of love, Take care...).
Vocabulary	· Words related to lexical area (Relationships, Hobbies and Leisure)
Language Use	· A variety of adjectives: fuzzy slippers, exciting games, watch a funny film, etc. · Linking words to link ideas · Correct use of verb tense conjugation (e.g.: present continuous: we are going to; use of 'will': there will be, it will be, we'll do, we'll order pizza; use of modals: we *can* watch, we *can* play, I *would* like to invite you; use of the imperative: bring your pillow, wear your pjs). · Contractions are to be accepted.
Spelling and Punctuation	· To be assessed using the indicators in the Marking Criteria for Spelling and Punctuation.

Choice 2: Writing A Non-Chronological Report

Write **a non-chronological report** about **a sport to encourage** other children to practise it.

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

Content and relevance	· Report gives information about a single topic: a sport. · It uses a formal tone.
Organisation and structure	· Information is grouped logically according to writing frame and the prompts provided. · The report should include these features: · A topic title which covers the whole subject. · Introductory paragraph containing some general information about the sport. · Three short paragraphs each focusing on a different aspect, e.g., how this sport is played, what equipment is needed, what players need to wear. · A concluding paragraph.
Vocabulary	· Factual language related to this sport: players, indoor, outdoor, teams, court, football ground, racket, football, gloves, gear, net, winning, basketball, kick, goalpost, popular, speed, pool etc... · Technical vocabulary: tournament, gymnastics, competition, fans, strategies, opponent, score, shin guards, practice, control, penalty, etc... · Words related to lexical area (Hobbies and Leisure)
Language Use	· Correct use of verb tense conjugation (mostly present tense) · Written in the third person and uses third person pronouns (This sport, It is, Players wear...) · Use of conjunctions to connect clauses, sentences and explain points, e.g., Because, although, when, which...
Spelling and Punctuation	· To be assessed using the indicators in the Marking Criteria for Spelling and Punctuation.

Writing Marking Criteria for Task 2   (18 marks)

	3	2	1	0
Content and Relevance	Content is completely relevant. Task is achieved in full.	Content is not always relevant. Task is achieved in part.	Content is under- developed. Task is hardly achieved.	Content is irrelevant. Task is not achieved.
Organisation and Structure	Writing is structured and organised in a logical manner. Cohesive devices are varied and link together well.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control. Cohesive devices are used mistakenly or inappropriately.	No attempt to structure and organise their writing. Cohesive devices are not used at all.
Vocabulary	Wide-ranging and appropriate vocabulary	Good range and appropriate vocabulary	Limited vocabulary, possibly seen in the repetition of words	Very limited and inappropriate choice of vocabulary
Language Use	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 Very poor choice of expression and inaccurate
Spelling	Accurate spelling throughout.	Adequate spelling (1 to 4 different mistakes)	Poor spelling (5 to 9 different mistakes)	Very poor spelling throughout (10 or more different mistakes)
Punctuation	Accurate punctuation throughout	Generally accurate punctuation (1 to 4 different mistakes)	Poor punctuation (5 to 9 different mistakes)	Inaccurate punctuation throughout (10 or more different mistakes)