Structure and Language notes to support the generic rubric

There are separate Structure and Language notes for each writing purpose.

- Describe – a moment in time
- Describe – a process
- Explain
- Persuade
- Narrate
- Recount

Structure and Language Notes: *Describe a moment in time*

Use these notes when scoring writing against the categories for structure and language. The notes provide guidance on structural and language features that you might look for in the writing. They are not intended as a definitive list: other features may be used effectively to support the overall purpose of describing a moment in time.

Prompts : • Adult and child   • Girl   • The market   • Stick insect   • Dogs at the beach

Purpose	To describe a moment in time … using a colour photograph as a prompt
Structural features	• Orientation – an opening statement/s that provides the reader with a clear idea of what the text will be about, and/or that engages the reader's interest • Body – description of key aspects of the photograph that gives the reader a sense of 'being there' • Ending – a closing statement/s that draws the writing to a satisfactory conclusion
Language features	• Present tense[1] – timeless • Expressive vocabulary – vivid, lively and/or emotive words and terms[2] • Descriptive detail that draws on a range of senses (sight, smell, sound, touch) to create a vivid image OR • Technical detail, if the student chooses to write a scientific description (e.g., stick insect) • Objective/factual tone OR • Subjective/informal tone that draws reader into the scene

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[1] Some texts may also include the past tense, e.g., if background events to the moment in time are included or if the text is actually a narrative or a recount. Use of the past tense is acceptable if it does not interfere with the purpose – to describe. Note that, if the text is a narrative or a recount, the structure and language category is unlikely to be higher than R2.

[2] Look for the *presence* of appropriate vocabulary only. The *quality/precision* of word choice is assessed separately in the vocabulary aspect.

Structure and Language Notes: *Describe a process*

Use these notes when scoring writing against the categories for structure and language. The notes provide guidance on structural and language features that you might look for in the writing. They are not intended as a definitive list: other features may be used effectively to support the overall purpose of describing a process.

Prompts :   • The life cycle of Monarch butterflies   • A frog life cycle

Purpose	To describe a process … using a labelled diagram of a life cycle
Structural features	• Orientation – an opening statement/s that provides the reader with a clear idea of what the text will be about, and/or that engages the reader's interest • Body – sequenced description of process, with appropriate detail • Ending – a closing statement/s that draws the writing to a satisfactory conclusion
Language features	• Present tense[3] – timeless • Verbs that denote actions (e.g., turns, grows, swims)[4] • Linking words showing logical relationships (time and sequence, cause and effect) • Technical/factual detail • Objective/logical tone

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[3] Some descriptions may be written in the future tense, e.g., the froglet *will* turn into a frog. Use of the future tense is acceptable if it does not interfere with the purpose: to describe the life-cycle process.

[4] Look for the *presence* of appropriate vocabulary only. The *quality/precision* of word choice is assessed separately in the vocabulary aspect.

Structure and Language Notes: *Explain*

Use these notes when scoring writing against the categories for structure and language. The notes provide guidance on structural and language features that you might look for in the writing. They are not intended as a definitive list: other features may be used effectively to support the overall purpose of explaining.

Prompts :   • A community facility   • Caring for planet Earth   • A special place in the community   • Good friends

Purpose	To explain
Structural features	• Orientation – an opening statement/s that identifies the student's choice of problem, place or facility and/or defines the topic • Body – points of explanation supported by examples or factual information • Ending – a closing statement/s that draws the writing to a satisfactory conclusion, for example by summarising the main points
Language features	• Present tense – timeless [5] • Verbs that express specific actions (melt, flood, recycle) • Words expressing logical relationships between ideas (if … then/because/so) • Objective/reasoned tone[6] • Passive voice • Nominalisation

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[5] Note that use of past or future tenses might also be appropriate, depending on the nature of the text.

[6] Some texts may take an emotive stance to the subject matter. This is acceptable if it supports the purpose of the text – to explain. For example, students may select an emotive tone to persuade readers of the severity of a problem, or the necessity for a particular community facility.

Structure and Language Notes: *Persuade*

Use these notes when scoring writing against the categories for structure and language. The notes provide guidance on structural and language features that you might look for in the writing. They are not intended as a definitive list: other features may be used effectively to support the overall purpose of persuading.

Prompts:
- It is wrong to fight
- The referee is always right
- Music is more important than sport

Purpose	To persuade Students present and justify an opinion, to persuade a reader to a point of view.
Structural features	• Introduction – may give background information to the topic and/or state the writer's opinion • Body – points in support of the writer's opinion, with evidence and/or examples • Conclusion – summarises the main points and restates the writer's position. May include recommendations
Language features	• Present tense – timeless[7] • Text connectives that help to structure the argument (e.g., firstly, secondly, moreover, on the other hand, so) • Modal verbs (e.g., might, must, should, ought to) • Conjunctions that show cause and effect (because, so, if … then) • Rhetorical questions • Nominalisation • Passive voice • Logical/rational tone OR emotive tone

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[7] Note that use of past or future tenses might also be appropriate, depending on the nature of the text.

Structure and Language Notes: *Narrate*

Use these notes when scoring writing against the categories for structure and language. The notes provide guidance on structural and language features that you might look for in the writing. They are not intended as a definitive list: other features may be used effectively to support the overall purpose of narrating.

Prompts :   • I heard a whisper but no-one was there   • The day things started disappearing   • The bush

Purpose   To narrate
                   … a story, using a written or visual scenario as a prompt

Structural features
- Orientation – an opening statement/s that introduces the context: the participants (who), the setting (where) and the time (when)
- A series of actions or events leading to a complication – one or more problems that must be resolved
- Ending/resolution – in which the problem is resolved (happily or unhappily)

Language features
- Characters with individual personalities and identities
- Use of dialogue
- Descriptive and/or figurative language[8]
- Nouns related to the event – specific people, places and happenings
- Connectives showing time sequence (first, then, next)
- Past tense (although may also use present or future tense, especially in dialogue)
- Choice of language features may create a mystery, action, horror, fantasy, romance, detective or adventure narrative

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[8] Look for the *presence* of appropriate vocabulary only. The *quality* or *precision* of word choice is assessed separately in the vocabulary criterion.

Structure and Language Notes: *Recount*

Use these notes when scoring writing against the categories for structure and language. The notes provide guidance on structural and language features that you might look for in the writing. They are not intended as a definitive list: other features may be used effectively to support the overall purpose of recounting an event.

Prompts: • Whānau and family time   • Time with friends   • What I did well

Purpose	To recount … a personal event
Structural features	• Orientation – an opening statement/s that introduces the context: the participants (who), the event/place (what) and when it took place (when) • Body – a sequence of events • Personal comment or reflection (e.g., 'I had a great day')
Language features	• Action verbs (climbed, played, swam) • Past tense • Connectives showing time sequence (first, then, next) • Nouns related to the event – specific people, places and happenings[9] • Descriptive or emotive terms • Use of first person pronouns (I, we)

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[9] Look for the *presence* of appropriate vocabulary only. The *quality/precision* of word choice is assessed separately in the vocabulary aspect.