

Guidance on marking language elements

This document is intended to assist kaiako in marking language elements as part of the PAT Tuhituhi Te Pihinga paper assessment.

Overview

Language elements looks at the use and quality of specific and relevant language elements to inform, narrate, and persuade. Language elements are specific to the purpose for writing.

Marking language elements means analysing what range of language elements is used and how well they are used.

The following lists can be considered as guidance for what ākonga *might* use when writing for specific purposes. Ākonga may use elements other than those listed. Consider what language elements you have covered in your classroom writing instruction, what ākonga have included in their writing, and how it aligns with their purpose for writing.

Recounting

Ākonga write to retell events. The language ākonga use should help the reader to understand the narrator's perspective and experiences. Recounts have a focus on events, problems and people, and should provide a sense of closure and reflection.

Language elements

- First person perspective (I/we)
- Dialogue
- Setting (time and place)
- Transitional words and phrases to link and sequence events and ideas (e.g. next, after that, the next day)
- Descriptive and figurative language (e.g., sensory details, similes, metaphors, personification, descriptive verbs, nouns, and adverbs)
- Past tense.

Narrating

Ākonga write to tell a story. The language ākonga use should create a sense of story – this might include adventure, mystery, comedy, action, survival, fantasy, learning, or growth. Narratives should create a message for the reader.

Language elements:

- Dialogue
- First (I/we), second (you), or third person (he/she/they) perspective
- Transitional words and phrases to link and sequence events and ideas (e.g. meanwhile, suddenly, the next day)
- Descriptive and figurative language (e.g., sensory details, similes, metaphors, personification, descriptive verbs, nouns, and adverbs)
- Often uses past tense. Other tenses may be appropriate depending on how the narrative is written.

Persuading

Ākonga write to describe and explain their opinion and convince their reader to agree with them. The language ākonga use should describe ideas clearly and help them to appeal to the reader.

Language elements:

- First (I, me, my, we, us), second (you), or third person (he/she/they) perspective
- Phrases that reflect the writer's opinion and feelings (e.g., I believe, it is clear to me)
- Transitional words and phrases to connect ideas and details (e.g., also, you should also think about, firstly, did you know)
- Timeless present tense
- Rhetorical questions
- Repetition
- Listing
- Descriptive, logical, and factual language (e.g., descriptive verbs and nouns, passive and active voice where appropriate)
- Modal verbs (e.g., can, could, may, might, must, shall, should, will, and would).

Explaining

Ākonga write to describe and explain an idea. This might include explaining what something is and how it works and/or happens. Writing might include persuasive or instructional elements. The language ākonga use should describe ideas clearly.

Language elements:

- First (I, me, my, we, us), second (you), or third person (he/she/they) perspective
- Transitional words and phrases to connect, compare, and contrast ideas (e.g., then, next, first, for example, because)
- Rhetorical questions (e.g., did you know?)
- Present tense
- Listing
- Descriptive, logical, and factual language (e.g., descriptive verbs and nouns, subject-specific vocabulary, passive voice)
- Modal verbs (e.g., can, could, may, might, must, shall, should, will, and would).