

## Purpose: Describe

This section describes the *key characteristics* of “describe, classify, organise and report information” purpose writing.

### Using the Scoring Rubric

The progress indicators in the scoring rubric have been developed to help teachers understand and evaluate their students’ progress and achievement in writing. Teachers are asked to make a “best-fit” judgement as to the level at which their student’s writing most predominantly sits for each of the seven content areas: *Audience Awareness and Purpose, Content/Ideas, Structure/Organisation, Language Resources, Grammar, Spelling, and Punctuation.*

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## Deep Features

### **Audience Awareness and Purpose:**

The purpose of this type of writing is to document, organise and store factual information on a given topic. It usually classifies and describes whole classes of living and non-living things (e.g., reports on scooters, blue whales, etc.) or specific living and non-living things (e.g., descriptions of Pikachu, my teddy, etc.). There are many types. This progress indicator deals specifically with information reports and factual descriptions.

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### **Content/Ideas:**

Texts that report and describe contain information statements, which are often declarative or stating. Elements of the purpose include a general classification statement that provides information for the reader about the nature of the subject of the text (e.g., “Kiwis are flightless birds”, “My teddy is the most precious toy that I have”).

Elaborated, information-laden sections follow to tell what the phenomenon or item under discussion is like, and to provide details about, depending on the topic of the report or description, components and their functions, properties, behaviours, uses, locations or habitats, types, and their relationship to the writer. The writer may conclude the text in a simple manner, although such a conclusion is optional. The writer may round off with a general statement about the topic (e.g., “Today the Kiwi is well known around the world as a symbol of New Zealand”, or “I love my teddy more than any other toy I have. I hope I never lose him”).

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### **Structure/Organisation:**

The text is generally organised around things and their description. There is a logical ordering of information (i.e., no temporal/time sequence is evident). Content is grouped or structured according to common themes evident in the information presented. Sentences are linked thematically to the topic of a paragraph or section. Text organisers such as titles, headings, and sub-headings are commonly used to orient or organise reading.

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### **Language Resources:**

Descriptions name and describe specific people or things (e.g., my teddy) while reports name and describe generalised participants or whole classes of things (e.g., blue whales or the kiwi – as a species). Declarative or stating mood choices are employed to make statements of fact. Precise, descriptive, factual language is used rather than flowery or aesthetically pleasing language, while technical language related to the topic is common in reporting. The language of comparison is common (i.e., comparatives and superlatives) and similes and metaphors may also be utilised as devices of comparison.

Many existing and relational verbs (i.e., being and having verbs such as is, are, have, belongs to) are used. These verbs are used to classify, to identify what the phenomenon is like and what it comprises. Some action verbs are used to describe behaviours (if living) or uses (if non-living). The choice and use of verb-vocabulary often reflects the desire to create particular information laden meanings for the reader (e.g., forage rather than search for food). Verbs are commonly in the “timeless” present tense. This adds to the authority of the text as readers are given a version of the world as it is. Passive structures are also employed to make the text seem more objective and formal.

With respect to other parts of speech, noun-packing is a common device for developing concise and precise descriptions. Adjectivals are often stacked to produce densely packed noun-groups. As additive relations are common in these texts, conjunctions are used which define and elaborate through descriptions (e.g., in addition to, and).

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## Surface Features

### **Grammar:**

This dimension of text refers to accepted patterns in language use rather than with grammatical choices made by writers to achieve particular purposes. Here we refer to aspects of grammar such as subject-verb agreement, the use of complete verbs/verb groups, and the appropriate and consistent use of tense-choices for verbs. It is a student’s ability to control language patterns at this level of text that is judged here.

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### **Spelling:**

Spelling is considered separately and is related to increasing skill and knowledge about high-frequency words (HFW), simple spelling patterns, complex spelling patterns, and the spelling of irregular or technical vocabulary. The judgement of spelling is made in the context of the student’s text but evidence to support the judgement needs to be considered carefully.

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### **Punctuation:**

This dimension of text refers to the degree of control a writer shows over punctuation. This control ranges from showing an awareness of sentence punctuation to being able to use complex punctuation effectively. Again scorers are required to locate evidence to support their judgements about a student’s competence.

Scoring Rubric, Purpose: DESCRIBE

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
<b>Audience Awareness and Purpose</b>	<p>Writer writes primarily for self and occasionally demonstrates awareness of audience.</p> <p>Makes some attempt to describe, classify, and organise information.</p> <p>Assumes shared knowledge of the context with the audience</p>	<p>Writer recognises they are writing for an audience other than self.</p> <p>Attempts to describe, classify, and organise information.</p> <p>Assumes shared knowledge of the context with the audience.</p>	<p>Writer shows <b>some awareness</b> of purpose and audience through choice of content, language, and writing style.</p> <p>Assumes information required by the audience but does not interfere with meaning.</p>	<p><b>Writer shows awareness</b> of purpose and audience through choice of content, language, and writing style.</p> <p>Shows awareness of audience/purpose most evident in introduction and conclusion.</p>	<p>Writer shows awareness of purpose and <b>targets</b> the audience through <b>deliberate</b> choice of content, language, and writing style.</p> <p>Includes audience directly or indirectly in text and referred to at the beginning and end.</p>	<p>Writer uses appropriate background and context to meet intended audience's needs.</p> <p>Makes consistent and sustained reference to audience needs and to own purpose</p>
<b>Content/Ideas</b>	<p>Writing includes one or more elements appropriate to purpose, e.g., attributes, behaviours, properties, functions, location.</p> <p>Includes one or more simple, factual statements to support selected elements.</p>	<p>Writing includes <b>some</b> elements appropriate to purpose e.g., attributes, behaviours, properties, functions, location.</p> <p>Uses <b>simple</b> factual statements to support all selected elements.</p>	<p><b>Writing includes most</b> elements appropriate to the purpose e.g., the writer classifies and deals with attributes, behaviours, properties, functions, location.</p> <p>Uses factual statements <b>appropriately</b> to deal with attributes, behaviours, properties, functions, location.</p> <p>Elaboration evident in description</p>	<p>Writing includes the elements for the given purpose, a title and classification of content to be described or reported.</p> <p>Uses factual statements appropriately to deal with attributes, behaviours, properties, functions, and location and includes a final statement to <b>round off</b> the text in some way.</p> <p>Elaborates the <b>described</b> elements.</p>	<p>Writing includes the elements for the given purpose, a title and classification of content to be described or reported.</p> <p>Uses factual statements to deal with attributes, behaviours, properties, functions, location, etc. as appropriate, and makes use of a final statement to round off the text in some way.</p> <p>Elaborates most elements.</p>	<p>Describes or reports and adds some interpretation or evaluation.</p> <p>May include poetic detail.</p>

	<b>Level 1 (Proficient)</b>	<b>Level 2 (Proficient)</b>	<b>Level 3 (Proficient)</b>	<b>Level 4 (Proficient)</b>	<b>Level 5 (Proficient)</b>	<b>Level 6 (Proficient)</b>
	May include many statements unrelated to the topic and/or task.	May include <b>some</b> statements unrelated to the topic and/or task.	Almost all material <b>relates</b> to the topic of the given task.		Description/report answers the set task.  Writing shows some complexity in content or perspectives (two or more).	Writer classifies and deals with attributes, behaviours, properties, functions, location, etc, in writing that is comprehensive, information-laden, and consistent elaboration.
<b>Structure</b>	Presents fact statements as discrete topic sentences.	<b>Evident semblance</b> of framework (e.g., some grouping of information which might include an, opening a description of aspects of the topic and summarising comment.	Uses a <b>simple</b> framework for ordering content (e.g., categorising or classifying).	<b>Uses a framework</b> for ordering report or description.	<b>Uses a clearly organised,</b> thematic framework but may be inconsistent.	<b>Uses a coherent, logical,</b> thematic structure throughout.
	Some semblance of sequence may be evident, often based on classification and aspects of physical and behavioural observations.	Some <b>semblance</b> of sequence is evident, often based on classification and aspects of physical and behavioural observations.  Generally organised at sentence level.	Is <b>gaining control</b> over sequence and ordering of information elements.  <b>Attempts</b> at sectioning or paragraphing.	May attempt <b>complex</b> thematic structures.  Sectioning or paragraphing is <b>evident</b> , shows linking of main ideas and supporting details.	<b>Assigns</b> elements of description appropriately.  Paragraphs used with main ideas and supporting details. <b>Thematic linking</b> of sentences to topic of paragraph or section.	<b>Shapes</b> description, beginning with a general statement then moving to particulars  Structure enhances and <b>strengthens</b> ideas in text.
<b>Language Resources</b>	Uses simple, usually factual and descriptive language. Begins to use linking verbs.	Uses <b>simple</b> , factual and descriptive language and verbs written in the present tense e.g., verbs that link bits of information to tell what "it is" or what "they have".	Uses language <b>appropriate</b> to task and topic for classifying e.g., linking verbs is, have, belongs to; action verbs for describing behaviours or uses, most often present tense.	Uses descriptive and factual language appropriate to task and topic.  Includes clear reference links  Uses language of comparison to help the audience visualise aspects of the subject, e.g., "is similar to".	<b>Consistently</b> uses language appropriate for task and topic e.g., effective action verbs such as teach, fight - most often in present tense.  Uses some figurative language for effect.	<b>Deliberately</b> uses a range of language (including figurative language) to create an effect.

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<b>Language Resources (continued)</b>	<p>Uses some topic-specific language to convey thoughts and ideas. Uses mainly high-frequency words.</p> <p>Shows some understanding of pronoun use.</p> <p>May write descriptions from a personal perspective.</p> <p>Uses mainly simple sentences, with some variation in beginnings. May attempt compound and complex sentences.</p>	<p>Uses some topic-related language present but conveys <b>little detail</b> e.g. nouns may have basic descriptors.</p> <p>Shows <b>some</b> understanding of the use of pronoun.</p> <p><b>Uses some</b> language appropriate to purpose and audience.</p> <p>Uses simple and compound sentences with some variation in beginnings. May attempt complex sentences.</p>	<p>Uses topic-related adverbs and adjectives to provide the audience <b>with detail</b>.</p> <p><b>Use</b> of pronouns largely controlled.</p> <p>Uses language that is <b>generally</b> appropriate to purpose and audience.</p> <p>Uses a <b>variety</b> of sentence structures, beginnings, and lengths.</p>	<p>Attempts to <b>add information</b> by noun-group "packing" or by using complex adverbials.</p> <p>Uses language appropriate to purpose and audience.</p> <p>Uses a variety of sentence structures, beginnings and lengths for <b>effect</b>.</p>	<p>Generally uses appropriate descriptive factual language and technical vocabulary successfully to compare, contrast, define, or classify.</p> <p>Uses a variety of sentence structures, beginnings and lengths for <b>effect and impact</b>.</p>	<p>Controls a rich vocabulary e.g., consistently using singular and plural generic nouns such as "humanity"</p> <p>Complex, appropriate, varied sentence construction.</p>
<b>Grammar</b>	<p>Attempts to use basic grammatical conventions when writing simple and compound sentences, e.g., consistent tense</p>	<p>Uses most basic grammatical conventions correctly when writing simple and compound sentences e.g., consistent tense, subject-verb agreement, consistent pronouns, correct use of prepositions.</p>	<p>Uses most grammatical conventions correctly when writing simple, compound, and <b>some</b> complex sentences.</p>	<p>Uses most grammatical conventions correctly when writing simple, compound, and complex sentences.</p>	<p>Uses almost all grammatical conventions correctly when writing simple, compound, and complex sentences.</p>	<p>Sustained control of sentence grammar evident throughout piece.</p> <p>Control enhances communication.</p>
	Errors may interfere with meaning		Errors <b>no longer interfere</b> with meaning	Uses the conventions of grammar with few intrusive errors.		
	Shows some simple sentence indication, e.g. capital letters, full stops.	Uses <b>most</b> simple sentence indication i.e., caps, full stops, question marks.	Uses simple <b>correct</b> sentence indication i.e., caps, full stops, question marks.	<b>Uses consistent</b> correct sentence indication i.e., caps, full stops, question marks, exclamations.	Uses the conventions of punctuation with few intrusive errors.	

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<b>Punctuation</b>	Errors may interfere with comprehension	Errors may interfere with comprehension.	Errors do not interfere with comprehension.			
		Attempts some other <b>basic punctuation</b> e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction.	Uses some other <b>basic punctuation correctly</b> e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction.	<b>Mostly uses complex punctuation</b> accurately e.g., commas, colons, hyphen, ellipsis, apostrophe of possession, and the punctuation for dialogue	<b>Uses complex punctuation</b> accurately e.g., apostrophes, colons, hyphens. Some success with using commas, semicolons for embedded, parenthetical, and conditional phrases or clauses.	
<b>Spelling</b>	Spells some high frequency words (Lists 1-3) correctly	Spells most high frequency words (Lists 1-4) correctly.	Spells most high frequency words (Lists 1-6) correctly.	Few errors within high frequency words (Lists 1-7).		
	Begins to use some common spelling patterns, e.g., "and", "band", "hand"	Understands frequently used spelling patterns e.g., changing y to ies, double consonant when adding ing	Understands <b>most</b> spelling patterns including <b>some</b> complex patterns (e.g., plurals using ch,sh,x,o).	Understands most spelling patterns including <b>most</b> complex patterns (e.g., soft 'g' or 'c', keep the 'e' manageable).	Demonstrates a good understanding of spelling patterns with few intrusive errors.	
	Attempts to spell words by recording dominant sounds in order.	Approximate spellings show knowledge of consonant sounds, blends, and vowel sounds.	Has some success with multi-syllabic ("hygienic"), irregular ("yacht"), or technical words.	Uses complex multi-syllabic irregular or technical words.	Sustains control of complex multisyllabic, irregular, or technical words.	Sustains control of complex multisyllabic, irregular, or technical words.

## Annotated Examples for Describe Purpose

<p><b>START WRITING HERE</b></p> <p>The African Elephants trunk is very long and has no bone. females have one calf at a time. Females are smaller than males and have smaller tusks. they Breed every four years and have no set breeding time. they need 200 liters of water to drink every day. they live <del>to</del> from 55 to 60 years old. they eat a large amount of bark, grass, fruit and leaves they weigh up to 900 kg.</p> <p>They live almost everywhere in Africa. Females travel With other females and there calves.</p>		<p><b>Audience Awareness and Purpose 2B</b>          This writer understands that his purpose is to give information and he provides readers with information statements. In terms of "reporting", the writer has not adopted a reader-friendly format. There is no structure in the text to help readers make sense of the incoming information statements and little linkage between them. The statements are unelaborated and readers would want more.  <b>To score higher than 2B</b> This writer would need to construct a text that is more comprehensive in content, more reader-friendly in terms of logical ordering, and with elaborated statements of fact giving more information.</p>
<p><b>Grammar 4B</b>          Reading to the partial punctuation for sentence boundaries, control of simple sentence structure is evident. All sentences complete and correct (s/v agreement and appropriate word order). One complex sentence present – non-finite dependent clause ("They need 200 liters of water to drink every day.") Maintains consistent tense.  <b>To score higher than 4B</b> This writer needs to demonstrate more control of complex sentences and the use of dependent clauses to maximise efficiency of expression.</p>	<p><b>Language Resources 2A</b>          This writer understands that statements of fact are required to report. Simple, unelaborated factual descriptions are evident. He understands the use of pronouns but reference is repetitious (they, they, they, they). He uses relating verbs (to have, to be) to define the elephant and some of its features. Some action verbs used (eats, drinks, live) to describe behaviours. Timeless present tense is maintained throughout. Because content is so limited.  <b>To score higher than 2A</b> This writer needs to demonstrate greater competence in language use. There are some good examples but evidence is too limited to score higher.</p>	<p><b>Content/Ideas 2B</b>          This writer has managed to include some statements of fact, using some of the stimulus material to construct statements, but there is no elaboration of the stimulus prompts. Domain elements are limited – there is no classification statement to introduce us to the topic of the report. He simply launches into giving specific information about the elephant.  <b>To score higher than 2B</b> This writer needs to work more at using the prompts as notes to construct elaborated statements of fact. Domain elements (classification statement to introduce the topic, logically organised information statements, and a final rounding off statement) need to be included.</p>
<p><b>Punctuation 2P</b>          Most sentence punctuation is correct, good use of capitals for African/Africa but misplaced capital letters (Breed, Elephant, With) and little evidence of ability to control other basic and more complex punctuation means a higher score here is not justified.  <b>To score higher than 2P</b> This writer needs to display more evidence of competence in basic and more complex punctuation.</p>	<p><b>Spelling 2P</b>          Since content is limited to a minimal expansion of the stimulus material, spelling is difficult to judge. There are few errors (errors include "feamale/feamals", "everywere", "there"; "the" for "they" is a "typo") but on the evidence presented, only most HFW (Lists 1–4) are spelled correctly. Other words are given in the stimulus material and are not counted as displaying spelling knowledge and skill. <b>To score higher than 2P</b> This writer needs to show more evidence of ability to spell technical and multi-syllabic words and more complex spelling patterns.</p>	<p><b>Structure/Organisation 2B</b>          This writer has made an attempt to group some of this information (one calf-females smaller-breed). But overall the text is limited because of the presentation of factual statements as discrete elements. This writer is aware that paragraphs may be used to segment a text but shows no evidence of ability to use them effectively.  <b>To score higher than 2B</b> This writer needs to show some ability in grouping like ideas with a text and in organising the text globally so that readers have a frame (classification statement to introduce the topic, logically organised information statements, and a final rounding off statement).</p>

**START WRITING HERE**

I would like to have a red or black sports car. The colour I really want is red. One day I went past a car shop and I saw a flash red car! I really wanted that red sports car. So the next day I went to that shop and I asked. Hello, how much is that red sports car? This car? Yes, this car is \$42,352 dollars. Now! Cool. I will come next time thank you very much. I told my friends that I am going to get a red flash sports car and they said cool! 1 week later, I bought the red flash cool sports car. And me and my friends are going out to trip, to Auckland. My friends are so crazy about my new car, I'm always going to make

sure that my car is always clean and nice. 2 days later, we off to Auckland now. My friends hope in my car and we started to sing and talk and my friends were so crazy! and we were so excited. One of my friend asked me what kind is your car? I said BMW, I love BMW cars! 3 hours later, we got to Auckland town. It was so!!! Cool!, it's my first time in Auckland. And everyone was looking at my car I was so happy. Me and my friends are staying at a hotel.

**Audience Awareness and Purpose <2B**

This writer has not recognised the function required of him in this task. Instead of writing a description of the car he would like to have, he has written an imaginative recount about getting such a car. He cannot be scored on this rubric except at surface levels of text.

**Content/Ideas <2B**

Domain elements of a text designed to describe are not included. Content is that of a recounted sequence of imagined events rather than a factual statements describing the car that the writer wants.

**Structure/Organisation <2B**

Sequence reflects that of a recount and text is organised through time ("so the next day", "1 week later", "2 days later", etc). Logical connections of factual texts are not evident.

**Language Resources <2B**

No evidence of task appropriate language is evident. Language resources are those employed to recount past events. The text is organised around happenings rather than the thing to be described and associated detail. Little description of the car is evident (except that it is red, flash sports and cool!!!).

**Spelling 3B**

Most HFW (lists 1–6) and common spelling patterns are correct. Though there are few errors in this text, few technical words, multi-syllabic words or complex spelling patterns are present. Some good use of compound words. Errors: Most obvious is the use of the article "a" in place of the auxiliary verb "are". Other errors include "wantered", "starter", "frist", "execited".

**To score higher than 3B** This writer needs to demonstrate more competence with complex spelling patterns, multi-syllabic and technical words.

**Punctuation 2P**

Reading to the sentence boundaries indicated, this writer has control of sentence punctuation (most sentences start with capital letters and end with full stops). There are a few misplaced capitals. Though question marks are used correctly, the liberal use of exclamation marks causes disruption to the flow of information. Good use of apostrophe of contraction. Speech marks are missing.

**To score higher than 2P** This writer needs to demonstrate ability to control basic and more complex punctuation (especially speech marks and exclamation marks).

**Grammar 2P**

This text was difficult to read because of the writer's insertion of direct speech without punctuation boundaries being made clear. Discounting the use of direct speech and ignoring the exclamation marks used for effect, there are 17 sentences, only 11 of which function well. Though many simple sentences are correct, errors including tense variations, plurals and word order, interfere with meaning- note that we are counting the use of "a" as an auxiliary verb "are" as a spelling error rather than a missing verb.

**To score higher than 2P** This writer needs to demonstrate greater control of sentence construction.

It's 8:30 on a freezing cold morning as a rickety old bus with smoke pouring out the exhaust pipe chugs off down the road.

Inside the bus forty excited students chatter like monkeys awaiting the day to stop sport to start. It's the yearly exchange that Leftside and Right side college's have. A friendly rival as the two both schools come head to head with some fierce competition.

As the bus arrives we all jump off ~~admi~~ looking sceptically at the leftside students in ~~their baggy pants and short skirts~~. The day kicks off with rugby played on leftsides muddy field ~~which is full of small potatoes~~. The two 1st XV teams both play spectacularly well but with the championship Right side team coming off better on the day.

Next up on the agenda is netball which has many spectators although the drizzle persists and dampens the avid supporters clothes but not their spirits. Again each side is matched with skills and teamwork which leads the game into overtime.

The exciting ten minutes is filled with yelling and cheering and a lot of nervous energy. A great performance by leftsides goal defence leads Leftside to the first win of the day, in a game both sides enjoyed tremendously.

As this wonderful netball game goes into overtime the girls and boys hockey teams can be seen warming up. Both games are close the boys <sup>from</sup> Rightside winning 2-1 and the girls 2-0. A unforgettable moment in the girls game when Stacy Summer made a breakaway getting past two defenders and the goalie to secure leftsides another win.

The 1st XI soccer team was the only one to come and play were up next. The soccer teams were always the highlight of the day because of the spectacular performance both teams put on. Rightside came out of it with an awesome 6-4 win and an end to an amazing day of sport.

But before we went a shared afternoon tea was enjoyed by all especially the lemon meringue pie.

As we departed we waved goodbye to the new friends we'd made and jumped back on our bus to a good nights sleep and rest for all shame the bus broke down on the way home.

#### Audience Awareness and Purpose 5B

First-person narrator (we) from Right-side School, but the identification is slight and ineffective. Immediacy is gained by the mostly present tense. While some atmosphere is described, there is little impact on the audience. Interest is sustained partly by the personal tone and, finally, by the attempt at humour.

#### Content/Ideas 5P

Chronological description of the events with a little presentation of the emotions of the participants. Generalised descriptions meant no sense of individual involvement was developed. Two specific sporting moments are recognised. Judgements are advanced without showing sufficient detail for the reader to accept the assertions.

#### Structure/Organisation 5P

Chronological sequence of events, with the netball gaining extra coverage. The writing is a mixture of general event description and some specific description relating to an event or the spectators of an event. Controlled paragraphing by event makes the writing flow well.

#### Language Resources 5P

Emotive language used to present the assertions of the quality of games or the atmosphere. Simple vocabulary with strong verbs maintained the mood.

#### Grammar 5P

Pre-nominal modification is well used. Generally well-controlled grammar. Tense wobbles around.

#### Punctuation 4B

The lack of punctuation affected meaning in several places – notably  
...afternoon tea was enjoyed by all especially the lemon meringue pie. Confused apostrophe use. Capital letters used idiosyncratically.

**To achieve Level 6** The writer would need to settle on a perspective to use tense consistently. Develop the significance of individual sports performances and responses by using details more fully, but selectively. Set the scene more thoroughly.

#### Spelling 5B

Accurate spelling for the simple vocabulary selected.



Last Friday, an epic battle between two schools was fought. A battle of wits that is. The Senior and Junior Theatre sports teams from Tawa College went up against the reigning champions, Aotea. After two hours of entertainment and exciting amusement, the points were added up and the winner was decided.

The junior team started off with an easy game of 'Alphabet' and were easily beaten by the Aotea's junior's classic game of emotional roller coaster. This defeat did not get the juniors down and they followed with a stunning 'Furniture' game, with Sean Chapman taking on the appearance of almost every household appliance available. Both teams were neck and neck and the three judges had a difficult time picking a winner.

The MC on the night, Jon Appleton helped to keep the audience on its feet and including them in the show. Some outrageous ask-fo's from the junior team were given quick thought by the audience and many random, quirky shouts were heard. Jon Appleton managed to form an Elvis wave. (like a Mexican wave, only Elvis). The crowd loved the teams and decided which was the better at the end of the day, the best act, judged by the volume of applause.

Next up was the senior team, a new team this year who had been practicing religiously for their big night. A dangerous starting game of 'Scene from a book' from Aotea College, saw Year 13 student, Michael Roberts quitting showpiece, in a Disco. Tawa College senior team kept fighting on and many crazy, zany founds followed.

At the end of the day, our junior team didn't manage to be victorious but were definitely close to winning. Just one slip of the tongue in the last game cost the Aotea senior team victory and Tawa college were the champions. The senior team's new title will be fiercely fought over in future, but for now, Tawa is the reigning senior team.

#### Audience Awareness and Purpose 6A

Assumes audience involvement with reporting school (Our).

#### Content/Ideas 6P

Strong introduction. Although much detail – names, topics, actions – is provided there is more evaluation/judgement than reporting. Assertion is ahead of information. Lacks depth at some significant parts of the report.

#### Structure/Organisation 6P

Introduction – juniors – MC – seniors – summary. Sequence is appropriate but seems disrupted when the focus is on the audience rather than the presenters.

#### Language Resources 5A

Careful inclusion of names and details in complex sentences. Some journalistic techniques – pronominal modification, emotive adjectives. Sentences tend to be 'long' rather than short and compressed. Some strong colloquial vocabulary

#### Grammar 6P

Accurate language use.

#### Punctuation 5P

Misused apostrophes on several occasions.

#### Spelling 6P

Several misspellings amidst correctness of a variety of vocabulary.

## Selected glossary of terms for the ‘to describe’ purpose

### Purposes:

- to document, organise and store information on a given topic and
- make a reader understand, picture, or appreciate a body of information.

Description is used in all forms of writing to create a vivid impression of a person, place, object or event and may occur in other text types such as explanation and narrative. It may:

- describe a special place and explain why it is special;
- describe / create characters or an important person in your life or
- give information, such as describing an animal within an information report.

Terms	Explanation	General example
<b>Task appropriate domains</b>	<p><b>Domain elements:</b> The main elements that make up the structure of a description.</p> <p><b>Title:</b> names or classifies the topic. <b>Introduction:</b> The first sentence introduces and <b>classifies</b> the topic, (<i>the person, place, object, event, or character.</i>) <b>Series of paragraphs:</b> that describe the most important and interesting details of the topic, e.g., <i>physical appearance, qualities, behaviour, significant attributes.</i></p> <p><b>Concluding paragraph:</b> a rounding off general statement about the topic.</p> <p><b>Character:</b> appearance, behaviours or actions, feelings: likes/ dislikes, contexts/settings.</p> <p><b>Information report:</b> classification: appearance, behaviour, habitat, reproduction.</p>	
<b>Content described is largely one faceted</b>	Only concentrates on one aspect and does not consider wider contexts, e.g., <i>Dogs: classification and a list of types of (pet) dogs only</i> <b>or</b> <i>a character description where only the appearance is shown.</i>	
<b>Discrete elements</b>	Each domain element is treated in a completely separate way and not linked in any way.	
<b>Sectioning or paragraphing</b>	The writing has paragraphs, each one focusing on a different aspect and may be used to segment the text by grouping related elements or information by: headings, bullet points and or numbering.	
<b>Nouns</b>	Answer the question: who or what?	<i>baby, bird, food, Fish, boat, shoes</i>
	<b>Strong nouns</b> have more specific meanings.	<i>Papanui road, oak or willow (as opposed to tree)</i>
	<b>Noun phrases:</b> phrases acting as nouns in a sentence. Particularly long noun phrases are referred to as ‘ <b>noun packing</b> ’.	<i>All the people in the audience began to clap.</i>
	<b>Noun groups:</b> provide information about the subject.	<i>a tall thin man, the small girl, it was a <u>large open rowboat</u> with a tall front and tall back</i>
<b>Pronouns</b>	Pronouns are used often, but not always, to ‘replace’ a noun or noun phrase and help the writer to avoid repetition. They can be confusing to a reader if the pronoun references are not clearly made.	<p>Some categories of pronoun are:</p> <p><b>Demonstrative:</b> <i>this, that, these, those</i></p> <p><b>Indefinite:</b> <i>anybody, anything, everything, nobody</i></p> <p><b>Personal:</b> <i>I/me, you, he/him, we/us, they/them, it</i></p> <p><b>Possessive:</b> <i>mine, yours, his, hers, ours, theirs, its</i></p> <p><b>Relative:</b> <i>who, whom, which, whose, that</i></p>
<b>Reference may be unclear or overused</b>	Pronoun references are not clearly linked to the relevant noun already mentioned. The pronoun is repeatedly used, e.g., <i>he or it.</i>	The teenage <u>boy</u> 's bedroom was silver and black. <u>He</u> had... <i>Snakes</i> are reptiles. <i>They</i> ...
<b>Verbs</b>	Words that express an action, happening, process or a state of being. <b>Action verbs:</b> are generally the more physical actions or behaviours that can be observed.	<p>Some types of verbs</p> <p><b>Action:</b> <i>slithers, hops, runs, eats, drinks, lives, turns, croaks, erupts, slobbers</i></p>
	<b>Stative verbs:</b> give information about a state of being or a state of mind. <b>Sensing verbs:</b> can be used in descriptions to describe the character's thoughts, feelings, opinions or beliefs.	<p><b>Stative:</b> <i>am, hoped, felt, seem, prefer, hate, heard</i></p> <p><b>Sensing /feeling:</b> <i>think, decide, hope, feel, prefer, love, believe, like, assume, consider, know, want, fear, understand, imagine, enjoy, wonder, disgust, observe</i></p>
<b>Present tense verbs</b>	The present tense uses the base form of the verb, which changes only in the third person singular where there is an (s) ending.	<i>She <u>looks</u> like my mother. Harry <u>looks</u> cheerful today. I <u>wait</u>/ She <u>waits</u>. (present tense)</i>
<b>Verbs may be limited and lack simple adverbials.</b>	Writers overuse verbs and the verbs used are weak and do not add specific information to the description.	<p>Weak verbs: <i>got, went, go, come, said, look</i></p> <p>Instead of <i>The old woman was in his way.</i></p> <p><i>The old woman <u>barred</u> his path.</i></p>
<b>Adverbs/ Adverbials</b>	Adverbs add detail and weight to the description. They give extra meaning to a verb, an adjective, another adverb or a whole sentence. Adding -ly to an adjective forms many adverbs, but there are many that do not end in -ly.	In many cases, adverbs tell us: <b>how</b> (manner): <i>slowly, happily, carefully, easily</i> <b>where</b> (place): <i>here, there, away, home, outside</i> <b>when</b> (time): <i>now, tomorrow, later, soon, early</i> <b>how often</b> (frequency): <i>often, regularly, sometimes</i> <b>why</b> (reason): <i>because, so, for</i>
	An <b>adverbial phrase</b> is a group of words that functions in the same way as adverbs.	<i>They left <u>a few days ago</u>. (adverbial phrase)</i> <i>Giraffes move in <u>a strange way</u>. (adverbial phrase)</i>

Terms	Explanation	General example
<b>Adjectives/ Adjectivals</b>	Adjectives are words that describe someone or something. They build up information around the noun or pronoun. They answer the question: which, whose, how many, what like, or what type?	Some types of adjective re: <b>Numeral/Number:</b> <i>five, sixth</i> <b>Descriptive:</b> <i>old, white, busy, careful, horrible, friendly</i> <b>Distributive:</b> <i>each, every, either</i> <b>Interrogative:</b> <i>which, what, whose</i> <b>Indefinite:</b> <i>some, few, many, most</i> <b>Verbal adjectives:</b> <i>walking tour, singing lesson</i>
	<b>An adjectival</b> is a group of words that are used to give more information about the noun. They may be preceded by a preposition.	with (prep) <i>dirty old jeans</i> , (adjectival phrase) animals <i>with backbones</i> are called <i>vertebrates</i> (adjectival phrase)
<b>Plain descriptive prose</b>	<i>My granddad wears slippers and is the former owner of the apple orchard that covers most of his land. He has the look of an old bagpiper and he has greying hair that is balding.</i>	
<b>Figurative language</b>	<b>Alliteration: is the repetition of consonants, especially the initial consonant so that the words are linked together by sound.</b>	<i>Her crunchy chocolate chip cookies are cool.</i>
	<b>Idiom:</b> an expression which is not meant literally and whose meaning cannot be figured out from the individual words. They can be special to a particular country or its language.	<i>under the weather, rings a bell, kicks the bucket, It's choice! She is such a pain in the neck.</i>
	<b>Imagery:</b> use of language to create a vivid sensory image. May include vocabulary and or choice of synonym, adjectives and adverbs. The image may be visual (picture), auditory (sound), tactile (feel), olfactory (smell) or gustatory (taste).	<i>He sits there like I'm a king and he's a shoes salesman. She had been like the wind passing through the air.</i>
	<b>Metaphor:</b> the writer writes about something or someone as if they were really something else, without using the words: like or as.	<i>The trip was a nightmare and something James would remember for the rest of his life.</i>
	<b>Personification:</b> language relating to human action, motivation and emotion is used to refer to non-human agents or objects or abstract concepts.	<i>The wind whistled through the trees.</i>
	<b>Simile:</b> the writer creates an image in by comparing a subject to something else, by using the words: <i>like</i> or <i>as</i> .	<i>Her face shone like a beacon. Our caretaker has hair like snow. Her hair looks like a black birds nest.</i>
<b>Purple prose</b>	Descriptive prose that is exaggerated or ridiculously elaborate, i.e., over writing.	<i>The long, wavy, dry, brown tussock swirled around the rock.</i>
<b>Technical and less-frequent vocabulary</b>	Precise and subject specific language is used in descriptive reports. Language that is factual rather than imaginative is used.	<i>snout, tusks, gill slits, cartilage Possums are <u>nocturnal</u> mammals. Turtles are covered with a <u>hard, box like</u> shell.</i>
<b>Conjunctions</b>	Conjunctions join two or more clauses together and only occur within a sentence.	<i>and, but, so, or, because, since</i>
<b>Connectives/ linkages</b>	Connectives are words or phrases that also link clauses or sentences. They can be placed at various positions within the sentence and help contribute to the cohesion of the text.	<i>however, for that reason, in fact, although, after that</i> Connectives have the following functions: <b>adding information:</b> <i>also, apart from that, likewise,</i> <b>explaining:</b> <i>for example, in other words, that is to say</i> <b>indicating result:</b> <i>therefore, consequently, as a result</i>
<b>Simple sentences</b>	Simple sentences have a single clause. They have one main idea expressed as subject, verb and object.	<b>Character:</b> <i>Dad has got green eyes.</i> <b>Report:</b> <i>Snakes have not got legs.</i>
<b>Compound sentences</b>	Compound sentences have two or more clauses joined together by conjunctions such as 'and' and 'but'. The clauses are of equal weight; that is, they are main clauses.	<b>Character:</b> <i>Dad has green eyes and they get large when he laughs.</i> <b>Report:</b> <i>Snakes have not got legs and have not got arms either.</i>
<b>Complex sentences</b>	Complex sentences contain at least one clause that does not make sense without the rest of the sentence.	<b>Character:</b> <i>Her car was old so Nana sold it.</i> <b>Report:</b> <i>Although snakes have not got legs or arms they can move with speed.</i>