

English

Queensland Comparable Assessment Tasks (QCATs) 2012

Your place

Student booklet

6



Given name:

Family name:

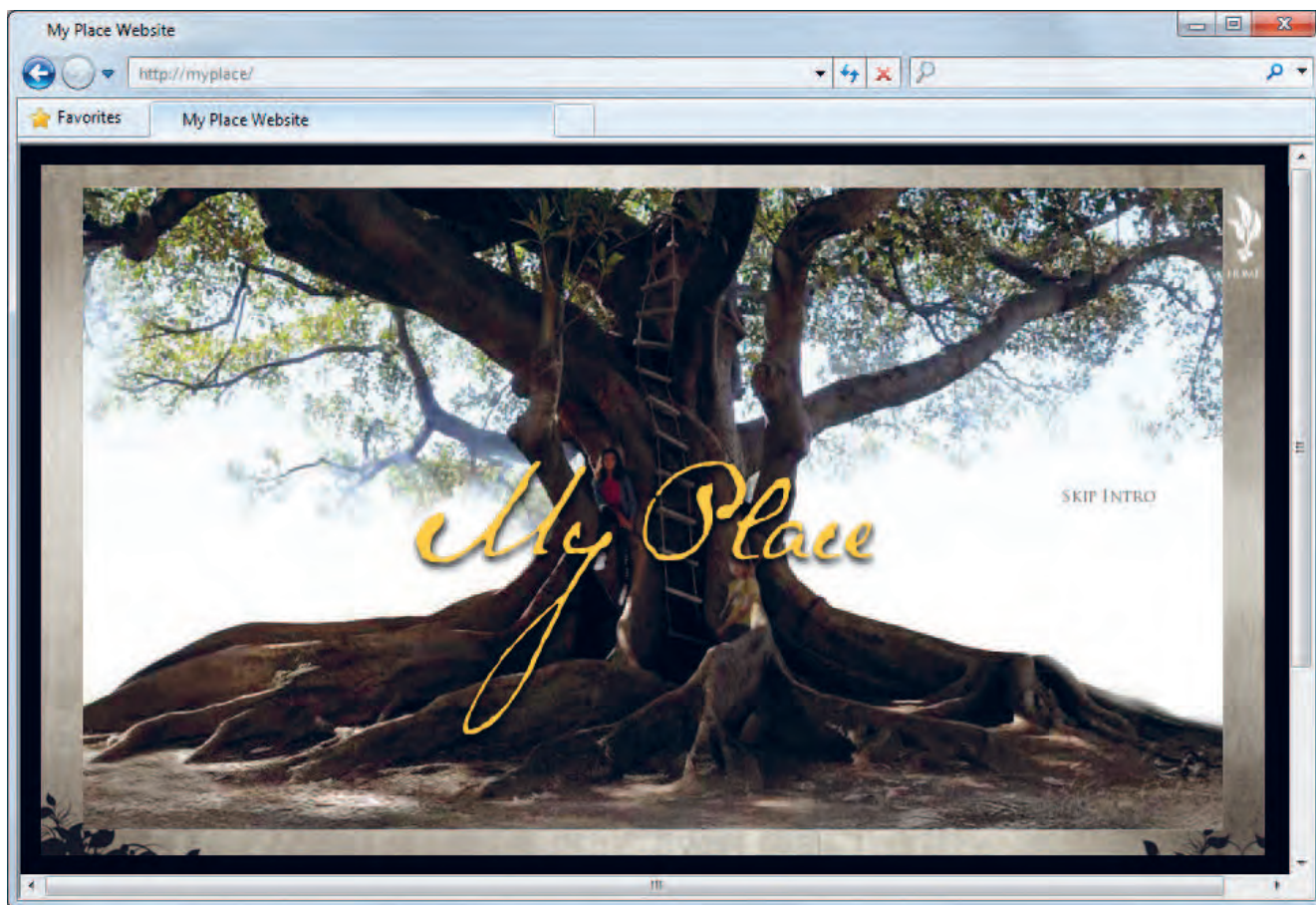
School:

Setting the scene

To take you on a journey back in time, texts with historical settings show you what it was like to live in a particular place and time. To bring the past to life, these texts draw on your senses and provide a high level of detail through the use of precise vocabulary and elaboration of ideas.

My Place is an Australian TV series that brings the past to life. The series is about different children who live in the same location over many years and who adopt the same tree as “their place”. They each have a story to tell and through their stories you are transported back to a particular place and time in history.

Watch a *My Place* trailer that has excerpts from different episodes set in different times. The excerpts begin in 2008 and move backwards through time.



As you watch the trailer, think about:

- what is happening
- what you can see, hear, feel, taste, smell
- how each point in time is shown
- connections to your life — similarities and differences.



Unlike TV shows such as *My Place*, written texts with historical settings can not rely on visual images to tell the story or to capture a sense of place and time. Writers need to use language to achieve this.

What do you think a writer needs to consider when showing what a particular place and time is like?



© The State of Queensland (QSA) 2012 Please read our copyright notice <www.qsa.qld.edu.au/copyright.html>.

Queensland Studies Authority PO Box 307 Spring Hill Qld 4004
Phone: (07) 3864 0299 Fax: (07) 3221 2533 Email: office@qsa.qld.edu.au Website: www.qsa.qld.edu.au

Texts pp. 8–9 From *Fords and Flying Machines: The Diary of Jack McLaren* by Patricia Bernard, 2003. Reproduced by permission of Scholastic Press, an imprint of Scholastic Australia Pty Limited.

Images p. 1 Tree and sky: Corel Pty Ltd, Sydney, Australia; p. 2 Webpage: Matchbox Pictures Pty Ltd. (Producer); p. 4 Multiple images: Corel Pty Ltd, Sydney, Australia.

All other images © QSA.

Visualising

When writing a text with an historical setting, a writer needs to use language to tell the story and to capture a sense of place and time. A writer can help their readers see and experience the past, by drawing on the reader's senses so they can visualise as they read.

Choose an event that has recently happened in your life.

Cover your eyes and replay the event in your mind.



You have just used a strategy called visualising.

Visualising means creating a picture in your mind. If you use all five senses when visualising, you can create much stronger images and feelings.

Revisit the same memory, but this time make sure you use all of your senses.



Visualising when you read can help you understand a text more easily. Including details in your own writing can help your reader visualise what is happening.

In this assessment, you will:

- read and answer questions about a text with an historical setting
- identify how the writer creates a sense of place and time
- make connections between your experiences and those in the text
- create a diary entry that shares your experiences and evokes a sense of a particular place and time.

Listening

Listen to your teacher read a diary extract that is set in the past.

As you listen:

- visualise the sights, sounds, feelings, tastes and smells



- listen for language features that help create a sense of a particular place and time
- identify connections between the text and your own life — similarities and differences.

5. Read lines 17–23 (paragraph 4). Complete the table to show the times and activities.

Time	Activities
2:00 pm	
3:30 pm	
	regatta
	dance

6. Read lines 24–31 (paragraph 5).

(a) What reason did Jack give for his team's cart being beaten?

.....

(b) Explain why Jack felt ashamed about not winning the race.

.....

.....

.....

7. Re-read these lines from the text (lines 32–6):

To get ready for the dance, I polished my shoes, for what it is worth in this dusty place. My shirt was unironed but clean, and my best trousers had been pressed under a board all day. I slicked down my hair so it would not curl and so it would look darker.

(a) List the **verbs** that show Jack put a lot of effort into preparing for the dance.

.....

(b) Write the two **adverbials** that describe why Jack slicked down his hair.

•

•

(c) What does the sentence, *I slicked down my hair so it would not curl and so it would look darker*, show the reader about Jack?

.....

.....

.....

.....

8. Re-read this sentence from the text (lines 8–10):

Men took baths in galvanised bath tubs, set up close enough to the river to make filling them easy, but not close enough to be eaten by a stray croc.

(a) Underline the main clause.

(b) The writer has combined clauses to include a lot of details in this sentence.

What do these details show the reader about Burketown in 1919?

-
-

9. What kind of person is Jack?

Use examples from the text to support your opinion.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Creating a text

Your class is creating a time capsule that will be buried in 2012 and reopened by students in 50 years' time.

Write one diary entry that shows what “your place” is like in 2012.

Your diary entry should be about one recent event from your life, e.g. a **fete, party, festival, concert**.



You need to:

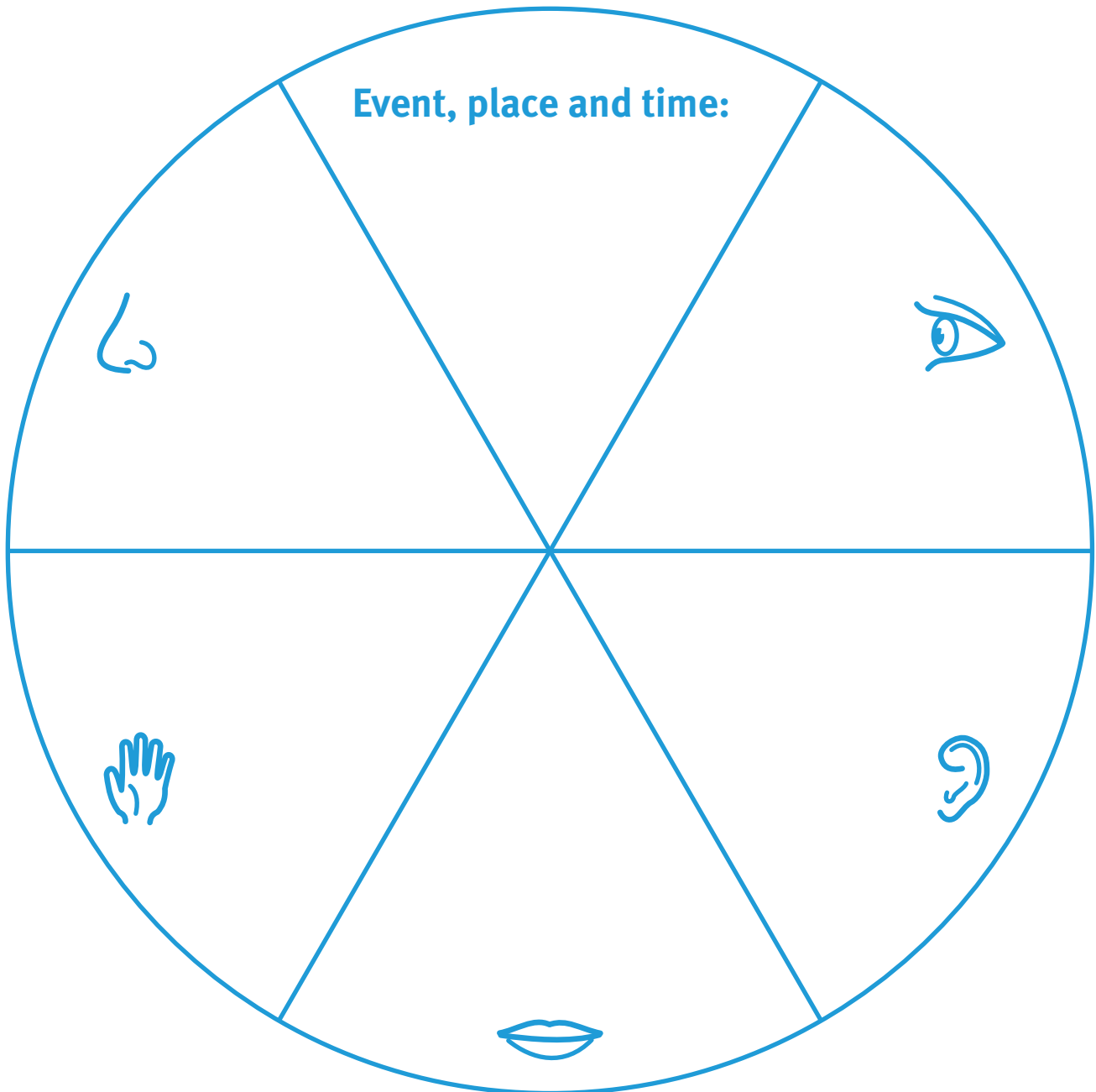
- consider your audience
- write from your point of view (e.g. use the pronouns *I, my, we*)
- engage the reader's senses so they can visualise
- show your place and time by adding detail and making precise language choices (e.g. adjectives, verbs, adverbs, clauses).

Planning

Your diary entry will be read in 50 years' time by students who will be in Year 6 in 2062.

Your diary entry needs to provide detail to engage your reader's senses so they can imagine what it was like to live in 2012.

- Use this diagram to help you plan your ideas.
- Choose your event and write down the details (event, place and time).
- Write down some details about the sights, sounds, tastes, feelings and smells of your event.



Hint

Use Jack's diary entry for ideas on how to start and end your diary entry, how to engage the reader's senses and how to add detail to your writing.

Guide to making judgments — Year 6 English

Student name

Focus: Identify and interpret how text and language features create particular effects and create a literary text that evokes a sense of place and time.

Receptive modes (Reading and viewing)	Productive modes (Writing and creating)
<p>Questions 1–11</p> <p>Uses comprehension strategies to identify, interpret and analyse how text structures and language features (clauses, adverbials, verbs) are used to create texts with a sense of place and time that readers can engage and connect with.</p> <ul style="list-style-type: none">Explains how text structures and language features are used to help readers engage and connect with a text. Connects evidence from across the text to support explanations.Explains how text structures and language features are used to create a sense of place and time. Selects evidence from the text to support explanations.Interprets meaning about character and place. Identifies language features such as adverbials or main clauses. Supports opinions by referring to information in the text.Interprets some literal meaning by identifying details. Identifies verbs for a specific purpose. States opinions.Restates information from the text about time, place or character feelings.	<p>Question 12</p> <p>Uses text structures and language features (clauses, adverbials, verbs) to construct a literary text that explores personal experiences and evokes a sense of place and time that readers can engage and connect with.</p> <p>A</p> <p>Combines ideas, text structures and language features to build a sense of place, time and character. Includes details that readers can visualise.</p> <p>B</p> <p>Elaborates and extends ideas to show detail. Expands and sharpens ideas through selective choice of language features. Creates a generally controlled and cohesive text.</p> <p>C</p> <p>Describes an event. Develops some aspects of character or subject matter. Includes some details to show place or time.</p> <p>D</p> <p>Recounts a personal experience. Identifies character or subject matter.</p> <p>E</p> <p>Lists information about a personal experience.</p>

Feedback: