

4

ENGLISH

# SAMPLE RESPONSES



## Lost and found

This booklet is designed to help teachers make overall, on-balance judgments by providing examples of student responses. The responses are not an exhaustive set.

C samples

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# C Sample: Response 1

## Guide to making judgments — Year 4 English

Purpose: To demonstrate understanding and application of the key elements in successful messaging.

Student

Knowledge and understanding	Interpreting texts	Knowledge and understanding Constructing texts	Reflecting
<p>Identifies facts about the lost puppy and responds to the spoken assembly message.</p> <p>Q 1–7</p>	<p>Identifies the purpose of the assembly and noticeboard messages and interprets meaning of words, pictures and text elements.</p> <p>Q 8–13</p>	<p>Demonstrates controlled use of language elements in the thank-you message.</p> <p>Q 14</p>	<p>Makes judgments about the effectiveness of written and spoken messages about the lost puppy.</p> <p>Q 9, 10, 13</p>

**Knowledge and understanding**

The student's work identifies the purpose of the message but does not always use facts related to the question, e.g. the Q 1 response included information unrelated to the question and some details are omitted or slightly inaccurate.

**Interpreting texts**

There is evidence that this student identifies elements of the noticeboard message and related facts in the assembly message in Q 8, 9 and 11. There is no clear evidence of making links to the message elements, particularly in Q 10 and Q 13.

**Knowledge and understanding**

This student constructs a thank-you message using simple sentences and structure approximating paragraphs. There are some spelling errors, e.g. "delited". Basic punctuation is used.

**Reflecting**

This student makes a general statement in Q 9 to identify "people" as the audience. The response to Q 13 offers suggestions for ways to improve the noticeboard message (not always making links to how this will help find Rusty). The response to Q 10 struggles to show different ways to inform people about the lost dog.

**Overall grade**

The purpose of this QCAT is for students to demonstrate understanding and application of the key elements in successful messaging. This student's work identifies the purpose of messages and demonstrates sound understanding and application of these elements in successful messaging. On balance, this work is an overall C.

## C Sample: Response 1

### Assembly message

Before school, Emily went to the school office for help to find her pet. She asked that a message about her puppy be read at assembly.



You have listened to your teacher read out the message twice.

Answer the following questions about the message.

**1. Describe what Emily's puppy looks like.**

He had a red collar with his name on it and Emily's phone number on it. He had black scruffy hair.

**2. If someone found a puppy, how could they be sure it was Emily's puppy?**

They could look on the collar and see if it had his name on it and Emily's phone number on it.

**3. List the places where Emily has looked for her puppy.**

In her house in her backyard and in her street.

**4. What does the assembly message tell students to do if they see Emily's puppy?**

Tell someone, Tell the office, Tell Emily or come to the front of assembly.

**5. Why was Emily's message read at assembly?**

Because she loves him and she wants him back.

## C Sample: Response 1



Listen to the assembly message again, then answer the questions below.

Some sentences have been started for you.

**6. When did the assembly take place?**

In the morning

I know because the speaker said good morning students.....

**7. Who announced Emily's message at assembly?**

The school captain.

I know this from the message because The school captain said, "AS the school captain....."

**8. What are two good things about giving this message at the beginning of the assembly?**

- so people know what there looking for and who they tell.

- so people can help Emily find Rusty.

## C Sample: Response 1

9. How might this assembly message help to find Emily's pet?

Because people will be keeping  
a look out for the brown scruffy  
dog, Rusty.

10. What other types of messages could Emily use?

About how tall he is. If he has any  
injuries. If he has small or  
big ears.

Explain how these messages might help find Rusty.

1. so they don't get mixed up with another  
Rusty. 2. If you notice him limping.  
3. so they don't get mixed up with another Rusty.

**STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS**

## C Sample: Response 1

11. Find two words in the message that tell you that Emily is upset. Write them in the boxes below and explain why you chose each word.

Desperate. because most of the time  
when you're desperate you're sad.

Lonely because she might not  
like being lonely.

12. How has Emily tried to make readers take notice of her message?

with a picture of her crying  
on the bottom of her note.

13. How could Emily's message be improved to help readers find Rusty? Give two suggestions.

- If there's not home, ring  
mum or dad's mobile number.
- If there's not home, take it home  
and give Rusty food and water.

**STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS**



## C Sample: Response 1

Emily is happy she will soon have her dog Rusty back again.

14. Write a thankyou message from Emily to Mr Green.  
The message should explain why Emily is grateful.



Make sure you write in sentences and use correct spelling and punctuation.

Dear Mr Green

Thank you very much for finding Rusty, he must of been starving. I have told my mum and dad about it and they are delited that you have found rusty. mum and dad are coming to school tomorrow to collect Rusty and they're getting a big tub of Icecream for him. mum and dad said that Rusty can eat as much as he wants. Once again thank you very much for finding Rusty.



# C Sample: Response 2

## Guide to making judgments — Year 4 English

Student .....

Purpose: To demonstrate understanding and application of the key elements in successful messaging.

Knowledge and understanding	Interpreting texts	Knowledge and understanding Constructing texts	Reflecting
Identifies facts about the lost puppy and responds to the spoken assembly message. Q 1–7	Identifies the purpose of the assembly and noticeboard messages and interprets meaning of words, pictures and text elements. Q 8–13	Demonstrates controlled use of language elements in the thankyou message. Q 14	Makes judgments about the effectiveness of written and spoken messages about the lost puppy. Q 9, 10, 13

A B C

### Overall grade

This student's work identifies key facts about the lost puppy but doesn't elaborate. This response demonstrates sound understanding and application of the key elements in successful messaging. On balance, this work is an overall C.

### Knowledge and understanding

There is evidence that this student has identified the purpose of the message and key facts but minimal detail is used to answer each question. While Q 6 provides a response different to the expected response of "in the morning", the spoken message does say "today". Some responses include specific details, but this depth of response is not sustained in Q 5 and Q 7.

### Interpreting texts

There is evidence that this student identifies some details of the assembly message although the response to Q 8 is repetitive. Responses to Q 9 and Q 10 lack detail or links to the message. In interpreting the noticeboard message, Q 11 is well done but Q 12 and 13 do not make links to message elements.

### Knowledge and understanding Constructing texts

This student uses simple sentences to construct the thankyou message. There are lapses in punctuation and inconsistent use of capital letters. The structure approximates paragraphs.

### Reflecting

This student makes a general statement in Q 9 to identify "people" as the audience. The responses indicate an understanding of different messages but do not make connections. Q 13 uses only a couple of words to suggest ways to improve the noticeboard message with no links to how this will help find Rusty. Q 10 suggests three credible types of messages to inform people about the lost dog but only a short general statement for how they would help find the lost dog.

## C Sample: Response 2

### Assembly message

Before school, Emily went to the school office for help to find her pet. She asked that a message about her puppy be read at assembly.



You have listened to your teacher read out the message twice.

Answer the following questions about the message.

1. Describe what Emily's puppy looks like.

.....Black eyes, Brown fluffy fur.....  
.....

2. If someone found a puppy, how could they be sure it was Emily's puppy?

.....look on the collar for emily's Phone number or.....  
.....See if the Puppymatches the dicription.....

3. List the places where Emily has looked for her puppy.

.....in the house, in the back yard, in the streed.....  
.....and at school.....

4. What does the assembly message tell students to do if they see Emily's puppy?

.....Go to the Office or tell a teacher.....  
.....

5. Why was Emily's message read at assembly?

.....So the school can look for Rusty.....  
.....

## C Sample: Response 2



Listen to the assembly message again, then answer the questions below.

Some sentences have been started for you.

### 6. When did the assembly take place?

..... today .....  
 I know because the speaker said Today Emily's has .....  
 ..... asked me to announce that her dog Rusty  
 ..... has gone missing .....

### 7. Who announced Emily's message at assembly?

..... School Captain .....  
 I know this from the message because ...it... was... said...  
 ..... in the message .....  
 .....

### 8. What are two good things about giving this message at the beginning of the assembly?

- ..... the message gets out early so people .....  
 ..... can look for Rusty .....  
 .....
- ..... so you know the message has .....  
 ..... gone out .....  
 .....

## C Sample: Response 2

9. How might this assembly message help to find Emily's pet?

..... So people know her pet has gone  
..... missing.....

10. What other types of messages could Emily use?

..... news papers, flyers, posters.....

Explain how these messages might help find Rusty.

..... it will get more people to help.....

**STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS**

## C Sample: Response 2

11. Find two words in the message that tell you that Emily is upset. Write them in the boxes below and explain why you chose each word.

lonely because ...She has no one...  
to play with when she gets home

desperate because ...She would do...  
every thing to get her dog.

12. How has Emily tried to make readers take notice of her message?

The big letters that say  
LOST!

13. How could Emily's message be improved to help readers find Rusty? Give two suggestions.

- describe him.
- Make a reward.

**STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS**

## C Sample: Response 2

Emily is happy she will soon have her dog Rusty back again.

14. Write a thankyou message from Emily to Mr Green.  
The message should explain why Emily is grateful.



Make sure you write in sentences and use correct spelling and punctuation.

Dear Mr Green  
I would like to say thank you for  
finding Rusty. he could of been  
taken to the pound and taken away.  
  
I am sorry but there is no reward  
so that is why I am grateful  
for returning my Rusty without  
a reward.  
  
Mum and dad said we can pick  
up Rusty at 3:30 see you then  
  
yours sincerely Emily.