

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.

D samples

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D Sample: Response 1

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 |
| <ul style="list-style-type: none"> Deliberate choice of facts to provide specific, detailed responses. Selects key facts in responses. Identifies purpose of message in responses. Recalls some information about the lost puppy. | <ul style="list-style-type: none"> Interprets both messages with precision and infers that a combination of elements create an effective message. Interprets written and verbal messages and makes links to message elements. Identifies elements of the noticeboard message and related facts in the assembly message. Recognises some words or ideas as important. | <ul style="list-style-type: none"> Demonstrates strong control of language elements. Genuinely and creatively recognises Mr Green's caring in a fluent thankyou message. Expresses appreciation and identifies Mr Green's efforts in a sequenced thankyou message. Message conveys Emily's gratitude in a structured way with some oversights in language elements. Makes statements using poorly structured sentences. | <ul style="list-style-type: none"> Clearly expresses how different messages reach different people and recognises strategies of successful messaging. Understands how messages inform an audience and identifies messaging strategies. Identifies audience or shows awareness of different messages. Offers a comment relevant to messages. |
| | | | <p>A</p> <p>B</p> <p>C</p> <p>D</p> |

Overall grade

The purpose of this QCAT is for students to demonstrate understanding and application of the key elements in successful messaging. This student constructs a message that conveys thanks but evidence throughout this response demonstrates a limited understanding and application of the elements in successful messaging. On balance, this work is an overall D.

Knowledge and understanding

The evidence demonstrates some recall of information about the lost puppy.

Interpreting texts

There is evidence that this student recognises some words or ideas as important. There is not enough detail to demonstrate interpretation of either message. Only some questions are attempted but there is enough evidence to make a judgment.

Knowledge and understanding Constructing texts

The response to this question conveys a thankyou to Mr Green for helping to find the lost puppy. The message uses simple sentences with lapses in spelling, punctuation and use of capitals. The parts of Mr Green's message that have been copied by the student do not constitute evidence.

Reflecting

The responses to these questions offer a brief comment on the messages and name an audience but do not demonstrate awareness of different types of messages or how these would help find the lost dog.

D 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.

It has Black eyes, a red collar around its neck...
 & it has the puppy's name on it & Emily's phone
 number

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

they can look at the photo

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

in her street, her back yard &

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

tell Emily or tell won of the office
 teacher

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

D 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

7. Who announced Emily's message at assembly?

The school captain

I know this from the message because

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

• so Emily gets her do back

• and so Emily is happy again

D Sample: Response 1

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

everyone looking for him

10. What other types of messages could Emily use?

go around her street and give kids
and parents messages

Explain how these messages might help find Rusty.

People will look out for him

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

D 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.

lonely because she feels like a loner

desperate because she is desperate to find him

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

she drewed herself and said This is me

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

-
-

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

D 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.

To Mr Green
thank-you for finding Rusty. I'm really
glad that you found him. I hope
your having a good time with Rusty
and I hope he has been a good
boy.

dad and I will call you tonight
and we will probably be coming
to get him in the morning at
10:00 am or 11:00 am.

thank-you for finding him and
taking him back to your house
to feed him and give him some
water

From Emily

D Sample: Response 2

Guide to making judgments — Year 4 English

Student

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| <ul style="list-style-type: none"> Deliberate choice of facts to provide specific, detailed responses. Selects key facts in responses. Identifies purpose of message in responses. Recalls some information about the lost puppy. | <ul style="list-style-type: none"> Interprets both messages with precision and infers that a combination of elements create an effective message. Interprets written and verbal messages and makes links to message elements. Identifies elements of the noticeboard message and related facts in the assembly message. Recognises some words or ideas as important. | <ul style="list-style-type: none"> Demonstrates strong control of language elements. Genuinely and creatively recognises Mr Green's caring in a fluent thankyou message. Expresses appreciation and identifies Mr Green's efforts in a sequenced thankyou message. Message conveys Emily's gratitude in a structured way with some oversights in language elements. Makes statements using poorly structured sentences. | <ul style="list-style-type: none"> Clearly expresses how different messages reach different people and recognises strategies of successful messaging. Understands how messages inform an audience and identifies messaging strategies. Identifies audience or shows awareness of different messages. Offers a comment relevant to messages. |
| | | | D |

Overall grade

Evidence in this response demonstrates a limited understanding and application of the key elements in successful messaging. On balance, this work is an overall D.

Knowledge and understanding

The evidence demonstrates recall of some information about the lost puppy.

Interpreting texts

There is evidence that this student recognises some words or ideas as important. There is not enough detail to demonstrate interpretation of either message. Only some questions are attempted but there is enough evidence to make a judgment.

Knowledge and understanding Constructing texts

The brief response to this question provides thankyou words using poorly structured sentences with lapses in spelling, punctuation and the use of capitals.

Reflecting

The responses to Q 9, 10 and 13 offer brief comment about the messages but do not demonstrate awareness of an audience, different types of messages or how they would help to find the lost dog.

D 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.

small 3 month old puppy with
a collar

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

the collar has a rusty
name on it

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

around her street and
houses

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

go tell emily or a
teacher

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

so children will keep a eye
out

D 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?

I know because the speaker said

7. Who announced Emily's message at assembly?

School kapahn

I know this from the message because she said
she was reading as one

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

- everybody listening

- children keep an eye out

D Sample: Response 2

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

children listen

10. What other types of messages could Emily use?

rusty sing out

Explain how these messages might help find Rusty.

people help find rusty

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

D 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.

desperate because it's a sad
word

lonely because ~~he~~ sees lonely

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

~~the~~ sad face

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

• describe the dog

• include the size

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

D 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,
thank-you so much for
finding my rusty. I don't
know ~~what~~ what I will do
without him. ~~What~~ do you
want in return 15,000. I'll
pick him up tomorrow at 4:00 p.m.
From Emily
ps thank you, thank you, thank you.