

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.

E samples

© The State of Queensland (Queensland Studies Authority) 2009

Please read the copyright notice on our website.

Contact information:

Information about QCATs is available on the QSA website <www.qsa.qld.edu.au>.

Direct questions concerning implementation or receipt of materials to:

Project Officer (Operations)

Phone: 07 3864 0299

Email: QCARadmin@qsa.qld.edu.au

Queensland Studies Authority Ground floor, 295 Ann Street Brisbane. PO Box 307 Spring Hill Qld 4004.

Phone: (07) 3864 0299 Fax: (07) 3221 2553 Email: office@qsa.qld.edu.au Website: www.qsa.qld.edu.au

E 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.	Identifies the purpose of the assembly and noticeboard messages and Interpreting texts [Q 8–13] There is minimal evidence that this student recognises important words or ideas or interprets the meaning of words, pictures and text elements.	Demonstrates controlled use of language elements in the thank-you message. Knowledge and understanding Constructing texts [Q 14] The evidence includes a statement which repeats simple words without punctuation.	Makes judgments about the effectiveness of written and spoken messages about the lost puppy. Reflecting [Q 9, 10, 13] There is a statement about the assembly message in Q 9 but the responses in Q 10 and Q 13 do not relate to the question.

Overall grade
The purpose of this QCAT is for students to demonstrate understanding and application of the key elements in successful messaging. This response demonstrates recall of some facts about the lost puppy but overall demonstrates very limited understanding and application of the key elements in successful messaging. On balance, this work is an overall E.

Knowledge and understanding
[Q 1–7]
The student recalls some information about the lost puppy but the responses are limited in specific detail and do not clearly identify the purpose of the assembly message.

Interpreting texts
[Q 8–13]
There is minimal evidence that this student recognises important words or ideas or interprets the meaning of words, pictures and text elements.

**Knowledge and understanding
Constructing texts**
[Q 14]
The evidence includes a statement which repeats simple words without punctuation.

Reflecting
[Q 9, 10, 13]
There is a statement about the assembly message in Q 9 but the responses in Q 10 and Q 13 do not relate to the question.

Feedback

E 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.

Black eyes and they are a red color
with Emily's number

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

the red color the number

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

all around the house

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

Tell the office

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

It is really in point

E 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?

morning
 I know because the speaker said *in the morning*

7. Who announced Emily's message at assembly?

school captain
 I know this from the message because *it said*

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

- *condemns*

- *nice*

E Sample: Response 1

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

...more of the school know.....

10. What other types of messages could Emily use?

...small a buckety talk.....

Explain how these messages might help find Rusty.

...tell evry one a bit more.....

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

E 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

.....

lonely

because

.....

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

she has a poster

.....

.....

.....

.....

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

• *more posters*

.....

.....

• *and tell everyone who knows*

in her street

.....

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

E 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.

I really appreciate you finding
my Rusty and I hope you
are the best best best best
best best best best best best
best teacher in the whole wide
wide wide wide wide wide
would love thank me me me
me me me me me me me
me me me me me me me
Emily the end

Overall grade

This response demonstrates very limited understanding and application of the key elements in successful messaging. On balance, this work is an overall E.

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.	Identifies the purpose of the assembly and noticeboard messages and interprets meaning of words, pictures and text elements.	Demonstrates controlled use of language elements in the thank-you message.	Makes judgments about the effectiveness of written and spoken messages about the lost puppy.
Q 1–7	Q 8–13	Q 14	Q 9, 10, 13

Deliberate choice of facts to provide specific, detailed responses.

- Interprets both messages with

Interpreting texts

There is minimal evidence that this student recognises important words or ideas or interprets the meaning of words, pictures and text elements.

Knowledge and understanding

Constructing texts
The response to this question is a brief statement with limited use of language elements.

Reflecting

The responses to these questions do not offer comments relevant to messages.

Recalls some information about the lost puppy.

Chooses unrelated words and facts.

Recognises some words or ideas as important.

Chooses words or phrases unrelated to purpose or meaning.

Makes statements using poorly structured sentences.

is a statement.

Offers a comment relevant to messages.

Restates aspects of messages.

Feedback

E 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.

white with black eyes.....
.....

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

.....
.....

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

at home.....
.....

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

tell emily or tell the office.....
.....

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

because Emily asks for it to be read out.....
.....



E 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 *Thursday*.....

7. Who announced Emily's message at assembly?

.....
 I know this from the message because *School captain*.....

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

- *if any body finds rustee they will hand him in*.....

-

E Sample: Response 2

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

to let others so they can keep an eye
out

10. What other types of messages could Emily use?

where she saw Rusty last

Explain how these messages might help find Rusty.

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

E 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

.....

Lost because

.....

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

show them that shes sad

.....

.....

.....

.....

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

• *make it colour ful*

.....

.....

•

.....

.....

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

E 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 ive missed rusty alot
ive been worried about him. We still
dont know how he got out.