

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.

B samples

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## B 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

#### Overall grade

The purpose of this QCAT is for students to demonstrate understanding and application of the key elements in successful messaging. This student selects key facts in response to questions. A high level of understanding and application of the key elements is evident. On balance, this work is an overall B.

#### Knowledge and understanding

There is evidence that the responses to Q 1–7 identify the purpose of the assembly message and select key facts about the lost puppy. They also provide details but these details are not always specific to the question.

#### Interpreting texts

There is evidence that this student interprets written and verbal messages and makes links to the different messages. Responses suggest a range of different types of messages that will help to find the puppy.

#### Knowledge and understanding Constructing texts

The response to this question expresses appreciation to Mr Green for helping to find the lost puppy. The message uses simple and compound sentences, correct spelling and punctuation in a sequenced and structured thankyou note.

#### Reflecting

The responses to Q 9 and 10 identify “people” and the school as audiences for messages. The evidence indicates the student understands how messages inform an audience and how the messages would help find the lost dog.

## B 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 fluffy brown fur. Black eyes and a red collar with Emilys phone Number.

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

Ring the number on the collar and see if it was Emily that answered

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

Her Backyard around her street and near her school

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

Tell Emily or one of the office workers

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

Because Emily's house is near the school the dog might have wandered near the school

## B 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

I have a very important message.

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

The school captain.

I know this from the message because the boy

said "as school captain I have to announce something very important"

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

- Because it gives students time to think about whether they have seen Rusty or not.

- So they can talk about other things

## B Sample: Response 1

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

It will get lots of people to know  
Rusty is lost and they will keep  
a lookout for him

10. What other types of messages could Emily use?

She could put up posters, door knock  
at people houses and put messages  
in the school newsletter

Explain how these messages might help find Rusty.

Because more people will know and  
they would keep a lookout for him  
and they might tell other people

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

## B 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 ..... you ..... can ..... be ..... very.  
 ..... Sad when ..... your ..... lonely.....

desperate because ..... when ..... your ..... desperate  
 ..... you ..... really ..... need ..... to find ..... something ..... to make  
 you happy

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

She ..... has ..... put ..... the ..... word ..... last ..... in .....  
 big ..... letters ..... and ..... has ..... drawn ..... a ..... picture  
 of ..... herself ..... crying.....

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

• She ..... could ..... have ..... put ..... areas ..... that  
 he ..... might ..... be.....

• Give ..... a ..... go ..... discription ..... of ..... Rusty.....

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

## B 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 for finding Rusty. You have made me very happy. I wouldn't of found him without everyones help. Thank you for helping me look for Rusty. I would have been very sad if I you hadn't of found him. I am as happy that you found him because I love spending time playing with him and the thought of not seeing him again was terrible. I am am very grateful for you finding him.

Thank you

Your sincerely,

Emily



## B Sample: Response 2

### Guide to making judgments — Year 4 English

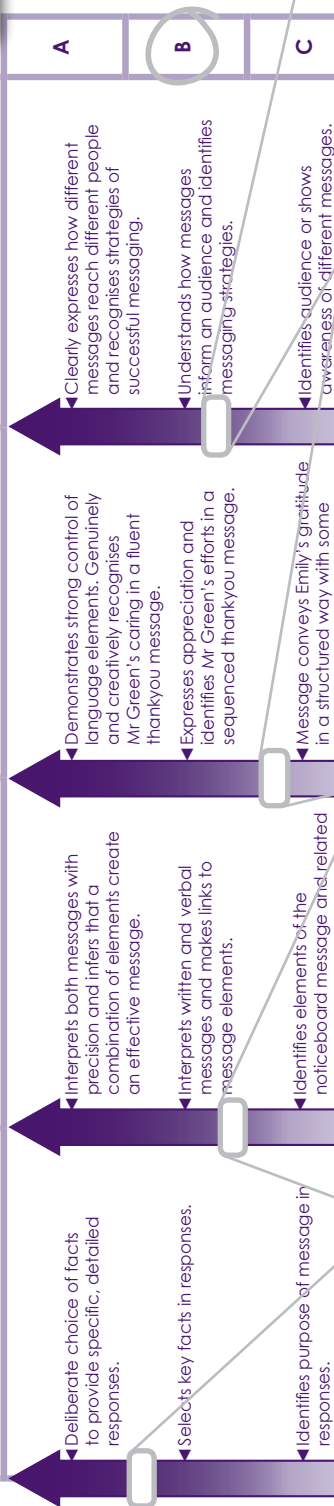
Student .....

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

Knowledge and understanding	Interpreting texts	Knowledge and understanding Constructing texts	Reflecting
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#### Overall grade

This student selects key facts throughout this response and demonstrates a high level of understanding and application of the key elements in successful messaging. On balance, this work is an overall B.



#### Knowledge and understanding

The responses to these questions identify the purpose of the assembly message and select key facts about the lost puppy. The details provided are not always specific to the question.

#### Interpreting texts

The responses to Q 8–13 demonstrate that this student interprets written and verbal messages and makes links to the messages. These responses are not always precise in linking the elements that create an effective message.

#### Knowledge and understanding Constructing texts

The response to this question conveys gratitude in a structured thankyou note. The message uses simple and compound sentences but has some lapses in use of language elements. The focus of the response is not always on the purpose, which was to explain why Emily is grateful.

#### Reflecting

The responses to these questions identify "people" as the audience for the messages. The evidence indicates the student understands how messages inform an audience and how the messages would help find the lost dog.

## B 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.

He has black eyes, fluffy brown fur + a red collar.

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

to match his eyes and fur to the description on the message.

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

her street, her backyard and all around her home.

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

Tell Emily or tell someone at the office.

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

because she wanted people to know that she cared about Rusty and wanted to find him.

## B 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?

..Morning.....  
 I know because the speaker said "Good morning" as.....  
 ..school captin. I have Read many messages.....  
 ..before.."

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

..The school captin.....  
 I know this from the message because ..It said "as.....  
 ..school captin".....  
 ..

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

- ..People will know where to find Rusty.....  
 ..maybe.....  
 ..
- ..It's an important message.....  
 ..  
 ..

## B Sample: Response 2

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

People will know what Rusty looks like  
and it will help them to find him.

10. What other types of messages could Emily use?

she could put up posters and go around  
asking people if they have seen Rusty

**Explain how these messages might help find Rusty.**

Putting up posters with information and  
Emily's phone number will help find Rusty  
and asking people if they've seen him  
and getting information will help

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

## B 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's upset and has  
no one to play with.

Desperate because she's really desperate  
to get her dog back.

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

she has drawn a picture of herself crying  
because she lost her best friend

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

- Give more information about Rusty
- Give her address in case anyone finds him

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

## B 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 Rusty. I'm very grateful and I'm sure Rusty would be too! Mum told me she knew how Rusty got out. She had found a hole under the fence and Rusty must have squeezed through it. She put some bricks in the hole to stop Rusty getting out again. He can be so cheeky sometimes!

When you feed him please only give him half a can because if you give him the whole can he gets too greedy!

Dad and Mum have decided that Rusty needs to go to obedience school otherwise he may get out again and I wouldn't want that to happen again.

Emily