

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.

A samples

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A 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
<p>Deliberate choice of facts to provide specific, detailed responses.</p> <p>Interprets both messages with precision and infers that a combination of elements create an effective message.</p> <p>Interprets written and verbal messages and makes links to message elements.</p>	<p>Demonstrates strong control of language elements. Genuinely and creatively recognises Mr Green's caring in a fluent thankyou message.</p> <p>Expresses appreciation and</p>	<p>Clearly expresses how different messages reach different people and recognises strategies of successful messaging.</p> <p>Understands how messages inform an audience and identifies messaging strategies.</p>	<p>A</p> <p>B</p>

Overall grade

The purpose of this QCAT is for students to demonstrate understanding and application of the key elements in successful messaging. The evidence in this response clearly demonstrates a very high level of understanding and application of these key elements when answering most questions. On balance, this work is an overall A.

Knowledge and understanding

The evidence demonstrates a deliberate selection of facts in response to each question. Responses are succinct and specific using information relevant to the question, e.g. Q 1 specifically describes the puppy; Q 2 explains how to be sure it is Emily's puppy.

Interpreting texts

There is evidence that this student interprets the purpose and meaning of both the spoken assembly message and the written noticeboard message. Responses articulate how these messages will help to find Rusty and make direct links to specific elements of the different messages.

Knowledge and understanding

Constructing texts

The evidence demonstrates strong control of language and accurate spelling of words such as "beautiful" and "special". The message expresses gratitude in a well-structured and well-sequenced note that includes a creative offer to do something realistic in return to thank the teacher.

Reflecting

The evidence demonstrates clear judgments about the effectiveness of each message and includes detail about how the messages will help to find the lost dog. Q 10 clearly expresses how a range of messages will reach different people to increase the chance of finding Rusty.

A 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 has fluffy brown fur and black eyes.

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

Emily's puppy would have a red collar with her phone number.

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

Her backyard, around her house and her street.

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

Tell Emily or give the info to the office.

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

Wanted to tell other students if they have seen Rusty to let someone know.

A 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".

7. Who announced Emily's message at assembly?

The school captain. ^{It says}
I know this from the message because As school captain I have given you many messages.

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

- People will remember the message about finding Rusty.
- If other students find Rusty they will tell Emily.

A Sample: Response 1

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

Everyone will know what Rusty looks like and help Emily find him. They will tell their family and friends when they get home to help look for Rusty.

10. What other types of messages could Emily use?

Put posters up, put posters in shops, put a notice in the school newsletter and ^{ask} the neighbours.

Explain how these messages might help find Rusty.

Lots of different people will know about Rusty and help find him.

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

A 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 everybody needs
a friend or they'll be upset.

desperate because she will do anything
to find her beautiful puppy.

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

She drew a sad face on her poster.
She put in lots of exclamation
marks.

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

- Describe what Rusty looks like so
they find him.
- Write down her class so people tell her
if they have found Rusty.

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

A 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
Thankyou so much for find my beautiful dog
Rusty. How can I ever thank you? Where did you
find him in the car park? He is very special
to me because he is my best friend. I hope
he is well behaved at your house. Sometimes he
can bark when he is excited. I can't wait to
pick him up. I would like to help you at school
to say thank you for finding him. Would you like
me to clean up your classroom after school
tomorrow? I will come and see you at school.
I will really
From Emily

A 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

Deliberate choice of facts to provide specific, detailed responses.

Selects key facts in responses.

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

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

Clearly expresses how different messages reach different people and recognises strategies of successful messaging.

Understands how messages inform an audience and identifies

Overall grade

This student response demonstrates a very high level of understanding and application of the key elements in successful messaging. It very clearly expresses how different messages reach different people and that a range of strategies combine for successful messaging. On balance, this work is an overall A.

Knowledge and understanding

The evidence demonstrates this student has made a deliberate selection of facts in response to each question. These responses provide succinct and specific detail.

Interpreting texts

There is evidence that this student interprets both messages with precision. The responses include a reference to parents likely to be present at the assembly to hear the message. These detailed responses also articulate how different messages and elements such as font and pictures create an effective message.

Knowledge and understanding Constructing texts

This student's work effectively demonstrates strong control of language elements such as accurate spelling and expressive vocabulary in a creative thankyou message. The message fluently expresses the impact of losing the puppy and gratitude to Mr Green for finding and caring for Rusty, including an offer to do something practical in appreciation such as gardening or mowing the lawn.

Reflecting

The responses to Q 9, 10 and 13 identify audiences for the assembly and noticeboard messages and suggest a range of additional message types to reach different people. The detailed responses clearly express how a range of messages will reach different people to increase the chance of finding Rusty.

A 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.

Wears a red collar with his name on it and Emily's phone number...
is brown and fluffy and has black eyes.

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

By checking its collar to see if it has Emily's phone number on it and it says "Rusty".

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

Her backyard, around her house and her street.

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

Tell Emily or report it to the office.

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

She wanted to tell other students to keep an eye out for Rusty.

A 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?

It took place in the morning.

I know because the speaker said good morning to everyone at the start of the assembly.

7. Who announced Emily's message at assembly?

The school captain.

I know this from the message because at the beginning of the school message he said "as school captain".

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

- Because children will pay more attention at the beginning of an assembly and will know better details of Rusty's appearance.
- Some parents can only make it to the beginning of the assembly therefore they can help find Rusty.

A Sample: Response 2

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

Make others more aware of Rusty so they can help find him and what to do if you find him.

10. What other types of messages could Emily use?

Hang posters around the school. Put a notice in the local rag. Let the pound know. Put posters up around the neighbourhood.

Explain how these messages might help find Rusty.

Lots more people will know and help find Rusty. Not everybody listens at assembly to messages.

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

A 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 when you are lonely you can feel very upset.

Desperate because she will do anything to get Rusty back.

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

She has drawn a big face on her poster to show that she is sad. The word "lost" is in capital letters and is in big font with an exclamation mark.

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

- To show a picture of Rusty to help readers know what he looks like.
- To write on the poster who she is, what class she is in and where she lives to help readers know what to do if they think they have found Rusty.

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

A 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 am so excited that you have found my dog Rusty and am.....
very thankful. I was astonished when I had found out he had escaped
and was heartbroken that my best friend was gone. I have not..
been able to focus all day at school worrying about him. Thankyou...
for looking after him. It was kind of you to give him food and water
as he would have been starving. He eats a lot of food my cheeky Rusty!..

Is there anything I can do to say thankyou? Perhaps I could help
you do some gardening or mow your lawn?.....

I am very happy to hear that my Rusty is safe and that I..
will be seeing him soon.....

Thankyou
Emily 4G.....
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