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ENGLISH

SAMPLE RESPONSES



My favourite place

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

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Overall grade

Student

Purpose: To demonstrate how well you can construct texts for different purposes and that match your audience.

Feedback:

Overall grade

The purpose of this QCAT is for students to demonstrate how well they can construct texts for different purposes and that match their audience. This student's work demonstrates a very limited level of understanding and application of how to make language choices and use textual features to construct a descriptive text and an itinerary for the audience of a sporting visitor. On balance, this work is an overall E.

E Sample: Response 1

1. Describe your favourite place in 150 to 200 words.
 Use descriptions that would attract your visitor to your favourite place.
 Use your planning table to help you.
 The first sentence has been started for you.



Remember to:

- use a variety of sentence structures
- write in paragraphs
- use vocabulary that creates images and feelings.

A favourite place of mine is going to The Ekka.....
 because it is extremely cool rides and
 show bags and I like
 going on the rides because it is
 fun to go on the rides. There is
 a scary ride I don't like going
 on it. There is a Aarsame ride, it
 is called The catipaler. it is fun
 when you go on it, it is really
 extremely wide and fun, it makes
 me want to spew up.
 after we had lunch I had a hot
 dog, chips, gravy, and sauce, it was nice
 but I felt sick after a while, after lunch
 I went on a ride and I was sick after
 it, after I felt sick I had a bottle
 of water it did the job and I
 wasn't sick any more.

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E Sample: Response 1

I want on a ride but it was not a fast ride it was a slow ride it was OK after the ride I want to go to a show bag, I got the baby gum bag and an army bag, it was the same it had a gun, a bullet proof vest, army boots, and ather staff and in my other Avsme bag I got a book with magic tricks, and ather things after we got the show bags we want to go on two more interesting rides and they were called the fairies wheel and the octobus it was so fun



Use this editing checklist to help you check your work.

Have you:

- used a variety of sentence structures?
- used correct spelling, punctuation and grammar?
- used paragraphs?

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

E Sample: Response 1

2. Create a one-day itinerary for your visitor that includes:

- some interesting places around your local community
- details of any activities your visitor may find interesting
- time for travel between places and for meal breaks.

The pick-up and departure times have been done for you.

ITINERARY	
TIME	ACTIVITY
7:00 am	Pick up visitor from school.
7.20	want for the Drive
8.30	want to look at the beach
10.30	want to The beach
3.00	want home
5.00	Play PlaystAsian
7.00	Driving visitor to School
8:00 pm	Visitor departs.



E Sample: Response 1

3. Consider all the places and activities listed in your itinerary. Which do you think your visitor will enjoy the most? Justify your decision based on what you think your visitor will find the most interesting.

The most interesting places
we want would be going to
the beach and playing the
Playstation.

Those 2 places were cool
and fun but it was a OK
day.

The visitor told me that
it was a OK day.

Overall grade

This student's work demonstrates a very limited level of understanding and application of how to make language choices and use textual features to construct a descriptive text and an itinerary for the audience of a sporting visitor. On balance, this work is an overall E.

Student

Purpose: To demonstrate how well you can construct texts for different purposes and that match your audience.

Knowledge and understanding	Constructing texts	Constructing texts	Constructing texts
<p>Selects language and textual features (vocabulary, grammar, punctuation, spelling, sentence and paragraph structure) to achieve a purpose and to convey a message.</p> <p>Knowledge and understanding [Q 1]</p> <p>The student work has language choices that hinder meaning. The lack of control of grammar, punctuation and spelling make it difficult to interpret the student's intentions.</p> <p>meaning.</p> <p>Language choices hinder meaning.</p>	<p>Uses details and descriptive language in a text to attract the visitor to come to the student's favourite place.</p> <p>Constructing texts [Q 1]</p> <p>The student's work identifies the favourite place, but does not describe the location. Although it attempts to recount events it is unclear if this is a narrative or descriptive text. Ideas are confused and length falls very short of task requirements.</p> <p>Superficial description that names location and lists some features.</p>	<p>Selects and sequences details in an itinerary, and gives logical justification of the most interesting places.</p> <p>Constructing texts [Q 2, 3]</p> <p>The local places chosen in the itinerary are very limited, with a large amount of time spent at the student's home rather than at interesting places around the community. A choice is made of an interesting place to visit.</p> <p>Activities and places chosen are repetitive, narrow or unsuitable.</p>	<p>Writes a letter to the principal to request a change to the school's policy on mobile phone use.</p> <p>Constructing texts [Q 4]</p> <p>The letter is written in a formal style and is well structured. The student uses appropriate language and punctuation to convey a message. The letter is well written and is easy to read.</p> <p>little</p>

Feedback:

E Sample: Response 2

1. Describe your favourite place in 150 to 200 words.
Use descriptions that would attract your visitor to your favourite place.
Use your planning table to help you.
The first sentence has been started for you.



Remember to:

- use a variety of sentence structures
- write in paragraphs
- use vocabulary that creates images and feelings.

A favourite place of mine is at new salaried in a tree
that me Dad and mum Bath it we had to get
the Wood to Bath it in the Backyard
it cost \$2000 and 700 then we put
a seed pit at the Bete so it was
Finsis Bat on SatorDay
Dad said to mum wut Bath a room
on it it was Hard work B ing
it Bat 4 Rise of wood was
not Kart Rd saw Dad Kent
4 new Peat of wood my Bike
Has a park it can Dark in it

E Sample: Response 2

2. Create a one-day itinerary for your visitor that includes:

- some interesting places around your local community
- details of any activities your visitor may find interesting
- time for travel between places and for meal breaks.

The pick-up and departure times have been done for you.

ITINERARY	
TIME	ACTIVITY
7:00 am	Pick up visitor from school.
7:15 am	go to the Beach
7:52	Have Brakfast at the Beach
	Playing in the wares
	going unden the waves
12:00pm	Have Lene
12:20pm	Have 1e Lame
12:50pm	Leve the Beach
1:00pm	Go to the aredes
2:30pm	go Home and Have a House party
4:50pm	go to the movies
7:00pm	go Home and Wetch tv
8:00 pm	Visitor departs.

E Sample: Response 2

3. Consider all the places and activities listed in your itinerary. Which do you think your visitor will enjoy the most? Justify your decision based on what you think your visitor will find the most interesting.

going to the arcade. Because we
can play an of games

