

6

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.

B samples

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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

B Sample: Response 1

Guide to making judgments — Year 6 English

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
<p>Selects language and textual features (vocabulary, grammar, punctuation, spelling, sentence and paragraph structure) to create a description of the student's favourite place.</p> <p>Q 1</p>	<p>Uses details and descriptive language in a text to attract the visitor to come to the student's favourite place.</p> <p>Q 1</p>	<p>Selects and sequences details in an itinerary, and gives logical justification of the most interesting place.</p> <p>Q 2, 3</p>
<p>← Cohesive and evocative description written with well-controlled, varied and effective sentence structure.</p> <p>← Imagery created using a variety of adjectives, verbs and emotive language. Control of grammar, punctuation and spelling is effective.</p>	<p>← Detailed, evocative and descriptive language used to perceptively explore how the place is special for the student.</p> <p>← Convincing and interesting descriptions.</p>	<p>← Selection and sequencing of itinerary details is thoughtful and logical. Selection and justification of an interesting local place to visit is considered and appropriate for the visitor.</p> <p>← Detailed itinerary. Justification of a local place is appropriate.</p>
		<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

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 high level of understanding and application of how to make language choices and use textual features to construct a descriptive text, but a use of textual features to construct an itinerary is at a sound level. On balance, this work is an overall B.

Knowledge and understanding

Imagery is created using a range of adjectives and verbs, e.g. "... the smell of dying shrubs" and "... hear the rainwater rushing through the old creek". Language elements are controlled with some lapses, e.g. overuse of "there". Sentence structure is varied in some parts of the text. Use of short sentences, e.g. "Nothing can compare", to end each paragraph is effective, but there is repetition in sentence openings, e.g. "There are ..." and "You can hear ...". Text is descriptive and makes some effective choices of vocabulary, e.g. "wonderland" and "exotic". Language choices are colloquial in places, e.g. "Pig hunting rocks". Cohesion is lost towards the end of the text.

Constructing texts

The description explores how the place is special for the student, using interesting descriptions, e.g. "You can see pig tracks leading into the thick and dark forest". The text clearly conveys the attractiveness of the place to the student, with references such as "Nothing can compare". The result is an authentic description that creates a strong connection with the audience of the visitor.

Constructing texts

The itinerary selects appropriate activities and interesting local places for a sporting visitor but the time allocation is not realistic. More consideration is needed for travel time and meal breaks. A simple justification is given of a selection from the itinerary but more detail is needed to support the choice of place to visit.

B 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 a local property in Peachester. There are tall trees there reaching to the sky and I think to myself there probably over a hundred years old. You can see pig tracks leading into the thick and dark forest. There's overgrown fern on the edge of the swamp and you will always see tall paperbark trees there. Nothing can compare.

You can hear the exotic birds singing songs and flying through the treetops, it's almost as if they're racing each other. You can hear the rainwater rushing through the old creek but it doesn't look deep. The smell of dying shrubs goes through the bush but

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B Sample: Response 1

there is barely any dead bush and you can hardly see through the green. It's a wonderland.

This is my place to go hunting for wild pigs, and my dad takes me and the dog to go looking for hogs. They are a dangerous animal but they share the property with something worse, the wild bull. Our dogs noses are constantly sniffing and if you're lucky there sniffing pays off and you will end up catching a hog. You sometimes see a wild horse but very rarely. Pig hunting rocks!



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

B 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.
7:15 am	Meet Family. Find out what each other like and eat breakfast.
8:00 am	Go to the Peachester State Forest and go for a bushwalk.
9:15 am	Go to the Twin Mountains in Beerburrum to go for a big trail ride on my horse "Tex."
10:30 am	Go to Noosa to play some Beach Cricket and have a swim.
12:00 am	Go to Beegees soccer grounds and have a game of soccer and some lunch and a shower, they are located in Glasshouse Mountains
1:10 pm	Go to the Beerwah Bulldogs home ground where you will play a game of Rugby League.
2:00 pm	Go home, have some food and have a sleep. ↓
6:30 pm	Go to the Gabba in Brisbane to watch the Brisbane Lions play the West Coast Eagles and have dinner while watching the game.
8:00 pm	Visitor departs.

B 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.

I think the activity that they would like best from the day be playing soccer at the Beegees Soccer Grounds. I think this because my sporting visitor would like soccer the most so he would enjoy the game.

B Sample: Response 2

Guide to making judgments — Year 6 English

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
<p>Selects language and textual features (vocabulary, grammar, punctuation, spelling, sentence and paragraph structure) to create a description of the student's favourite place.</p> <p>Q 1</p>	<p>Uses details and descriptive language in a text to attract the visitor to come to the student's favourite place.</p> <p>Q 1</p>	<p>Selects and sequences details in an itinerary, and gives logical justification of the most interesting place.</p> <p>Q 2, 3</p>
<p>← Cohesive and evocative description written with well-controlled, varied and effective sentence structure.</p> <p>← Imagery created using a variety of adjectives, verbs and emotive language. Control of grammar, punctuation and spelling is effective.</p> <p>← Appropriate language elements selected to create a convincing and interesting description.</p>	<p>← Detailed, evocative and descriptive language used to perceptively explore how the place is special for the student.</p> <p>← Convincing and interesting descriptions.</p> <p>← Credible descriptions that consider how the place makes the student feel.</p>	<p>← Selection and sequencing of itinerary details is thoughtful and logical. Selection and justification of an interesting local place to visit is considered and appropriate for the visitor.</p> <p>← Detailed itinerary. Justification of a local place is appropriate.</p> <p>← Credible structure with appropriate activities and places chosen. Selects an interesting place with a reason given.</p> <p>← Limited details of places and activities with little justification.</p>
		<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

Knowledge and understanding

Imagery is created using adjectives and verbs such as those used in the similes "as soft as a cloth" and "sizzle like a bottle of coke". Language elements are mostly controlled, with some lapses in spelling, punctuation and grammar. Vocabulary choices, e.g. "delicious", "golden" and "sizzle", are simple but appropriate. Sentence structure is mostly controlled with more variety needed, particularly in sentence openings. There are some lapses in paragraph structure.

Constructing texts

The student has written some interesting description that explores how the place is special for the student, e.g. "fills my nose with joy", "relaxed" and "calm". The text is convincing in highlighting why this place is special to the student and attractive to the audience of a visitor.

Constructing texts

The itinerary is appropriate but lacks detail. More consideration of travel time and meal breaks is needed. A reason is provided for the most interesting place but it considers the interests of the student rather than those of the visitor.

Overall grade

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

B 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 the White patch beach because I get to do a few things like fishing, riding my bike, playing in the two exiting playground or even walking and enjoying the sights on the golden sand. After I might even go to the three bird watching huts to watch all different types of birds gracefully flying or finding delicious fish to eat.

When I'm there I hear lot's of noisy and nerve racking. Sea gulls squeawking and sometimes navy blue waves crashing onto the golden sand which is as soft as a cloth. When I ride past I hear barbeques sizzle and burn.

B Sample: Response 2

While I ride my bike I can hear barbeques that sizzle like a bottle of coke when you shake it or even sausages and ^{fresh} meat cooking away. When a gust of wind comes the sea smell fills my nose with joy.

When I'm there I usually ride my bike on the long curvey bike track or I go to play in the fun playground. I also walk on the golden sand and I sometimes go fishing when the sun goes down.

When I go there I feel as relaxed as a sloth and as calm as a Panda. I feel ^{as} free as a swallow while ride my bike down the rocky road.



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

B 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.
7:00am	Unpack meet the family. Get ready
8:00am	Local shopping centre
9:00am	Bribie library. Read and relax
10:00am	Go to swim at the Whitepatch beach
11:30am	Go to the Caboolture skate park
12:30pm	Pacific Harbour Golf and Country Club
1:30pm	Jetty jumping at woorium
2:30pm	Go to Morayfield shopping centre
4:00pm	Go to Morayfield bowling club
5:00pm	Drink and relax at 'Now you're found it' coffee
6:00pm	Go to the woorium park to play shop
6:30pm	Four wheel drive at woorium ^{some footy}
6:50pm	Have a shower and relax
7:00pm	Eat dinner at Bluey's Restaurant
8:00 pm	Visitor departs.

B 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.

I think the most appealing place to visit would be the Caboolture Skate park. My visitor would love this because they love sport and the Caboolture skate park is the best place to be because you can show off your tricks.