

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.

D samples



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# D 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>← Appropriate language elements selected to create a picture of a favourite place. Sentence structure is mostly controlled.</p> <p>← Simple vocabulary chosen. Choices in grammar, punctuation and spelling may sometimes hinder meaning.</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>← Superficial or repetitive selection of ideas. Length may be inappropriate. Mainly recounts events.</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 scope for justification.</p>
		<p>A</p> <p>B</p> <p>C</p> <p><b>D</b></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 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 D.

### Knowledge and understanding

Language choices sometimes hinder understanding in the text. There are frequent spelling errors of some common words, e.g. "sumetimes", "wiel", "all ways" and "smele". Lacks control of sentence and paragraph structure.

### Constructing texts

The description is more of a narrative with some features listed. Ideas are superficial and the length is inappropriate. A statement is made about how the student feels about the place.

### Constructing texts

The selection and sequencing of details in the itinerary is not realistic, e.g. lunch is planned at 9:45 am. There is limited detail provided about places of interest in the local community. An attempt is made to justify the selection of the most interesting place.

## D 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 at the Deception Bay park.  
I have fun. There are lots of excitement  
and other things to do. I like to take my  
dog there. sometimes I put them on the  
swings and slides. I run around. then  
I have something to eat when I'm  
finished. I go and finish playing  
with my friends.

I then went back to mum and asked  
to stay for a little while and. When  
we run around we play tag and  
hide and gose. I'm all ways is but I  
still have fun.

It is so hilly and full of trees there are  
lots of dog, Bird and other animal. I  
got bin by a ant and sat down sometimes  
I can smell poo and flowers.

**D Sample: Response 1**

Sometimes I get bored and go sit  
on the slide and talk to my friends



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**

## D 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.
7:30am	Go home have breakfast (cornflakes)
7:55am	Get ready for the market (couscous)
8:00am	Get in the car and go to the markets
9:00am	We have arrived at Cubuk markets and buy things
9:45am	sit down and have lunch fish and chip and ice cream
10:02am	We leave after eating lunch
11:02am	we go to the local swimming pool
11:45am	go home and have a run a reward
12:00pm	we go to the beach and have a swim and play in the sand
12:30pm	hop in to car and go bowling
3:00pm	go home have afternoon tea
4:00pm	then go to the park
5:00pm	go home and help pack bags
6:00pm	then have dinner we have speedy
7:00pm	watch TV.
8:00 pm	Visitor departs.

**D 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.

My sporting visitor would like the tin pin  
bolling the Best because there is other  
games there and we could have  
compations and sit down and take  
and then do some boling and have  
a compation

## D Sample: Response 2

### Guide to making judgments — Year 6 English

Student .....

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Knowledge and understanding	Constructing texts	Constructing texts
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<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 picture of a favourite place. Sentence structure is mostly controlled.</p> <p>← Simple vocabulary chosen. Choices in grammar, punctuation and spelling may sometimes hinder meaning.</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>← Superficial or repetitive selection of ideas. Length may be inappropriate. Mainly recounts events.</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 scope for justification.</p>
		<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p> <p><b>E</b></p>

#### Overall grade

This student's work demonstrates a 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 D.

#### Knowledge and understanding

Language choices hinder meaning in the descriptive text but attempts are made to use adjectives and verbs to create a picture, e.g. "sultry weathness of my sweat dripping" and "tyring moter bike ride". There are significant lapses in spelling, grammar and sentence structure through the text.

#### Constructing texts

The text uses simplistic ideas that are not developed in detail. It begins as a description but goes on to recount events. There is some consideration of how the place makes the student feel.

#### Constructing texts

Activities in the itinerary are appropriate for a sporting visitor but are repetitive in their selection. There is no selection of interesting local places made. There is little scope for justification made in the selection of the most interesting place to visit.



## D 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

in a forest where there is birds chirping and twirling. The magnificent smell of the wet wood on the hummings shiny green leaved tree.

I love riding my 1-10cc pipes on the rugged, rocky bush track. My legs get sooling and the salty wetness of my sweat dripping.

After I have a tiring motor bike ride I go for a swim in my cold butt in ground pool.

The green and yellow lime green, red and blue and orange on the house

**D Sample: Response 2**

plants and most  
of all flowers.

Maybe you can come  
over and have a  
motorbike ride or  
a swim one day.



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**

## D 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.
8:00 am	Drive to my house.
8:15 am	Unpack.
8:45 am	Run cake shop with friend.
9:00 am	Swim at the beach.
10:00 am	Walk back to my house.
10:15 am	Massage
10:45 am	Getting ready rugby league.
11:15 am	Play Rugby league, winning.
12:15 pm	Eating a burger with friend.
12:45 pm	Kicking the footy.
1:00 pm	Watching my brother play footy
2:00 pm	Walking to the beach.
2:05 pm	Swimming at the beach.
3:00 pm	Getting ready for a bike ride
3:15 pm	Riding.
5:00 pm	Watching a movie, Super Bad
6:30 pm	Mr donuts.
7:45 pm	Dropping friend off.
8:00 pm	Visitor departs.

**D 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.

Go to the beach  
Person has never  
in his long life has  
bin a beach.

Beach

