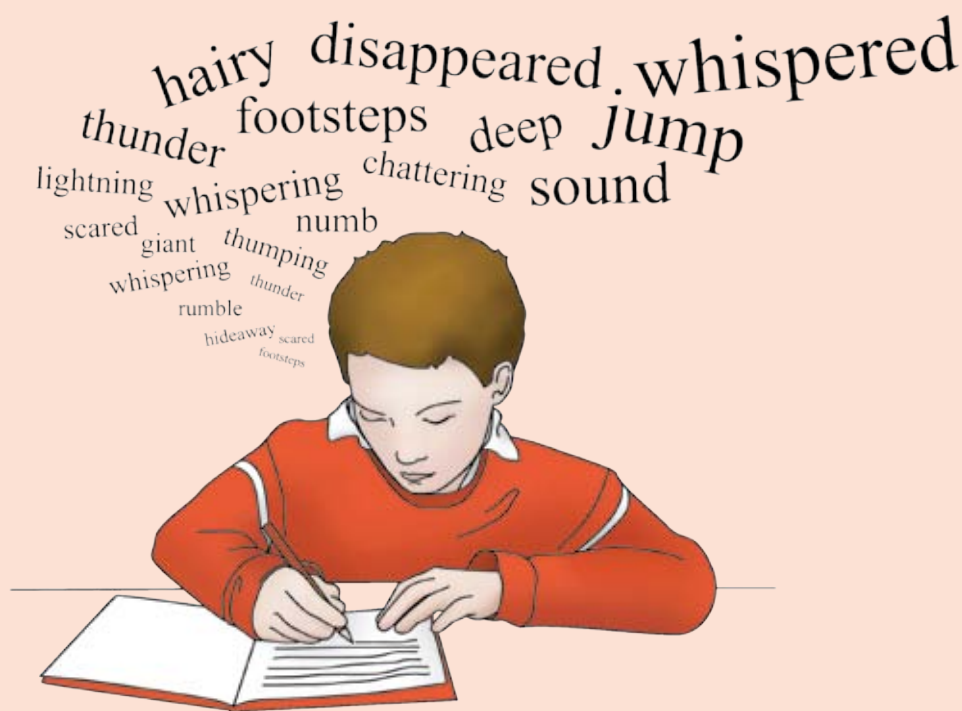


Writing stories

Teacher guidelines



4

English

Queensland Comparable
Assessment Tasks (QCATs)
2010

Contact information

Direct questions about the implementation of QCATs or receipt of materials to:

Project Officer, Operations

Phone: (07) 3864 0299

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The 2010 QCATs

What are QCATs?

Queensland Comparable Assessment Tasks (QCATs) are designed to provide evidence of what students know, understand and can do in relation to a selection of **Essential Learnings** for English, mathematics and science in Years 4, 6 and 9, and to the **Standards**.

QCATs are authentic, performance-based assessments that:

- engage students in solving meaningful problems
- emphasise critical thinking and reasoning
- provide teachers, students and parents/carers with information about student progress and a focus for future teaching and learning.

Consistency of teacher judgments

QCATs support teachers in making consistent judgments about the quality of student work. Improved consistency of teacher judgments is achieved when teachers:

- engage in professional conversations about the quality of evidence in student responses
- reach consensus about the quality of student work
- adopt a consistent approach when using the **Guide to making judgments** (page 28).

Information gathered may be used by teachers to promote, assist and improve key learning area programs and help students achieve the highest standards they can.

Additional resources **QCATs Information Statement**

www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Essential Learnings and **Standards**

www.qsa.qld.edu.au > Prep–Year 9 > Essential Learnings & Standards (Years 1–9)

Important dates

Friday 25 June	QCATs packages have arrived in schools
Tuesday 13 July ↓ Friday 17 September	Schools: <ul style="list-style-type: none">• administer QCATs at any time during the school weeks of this period• grade QCATs• select five student samples that are representative of grades awarded
Monday 4 October	Schools are notified if selected to submit student samples for QSA's random sampling process
Monday 1 November	Final day for schools to submit student data to QSA
Friday 10 December*	Schools must retain all Student booklets until the end of the school year

*This date may vary from school to school

Getting ready

Student preparation

Students should have the opportunity to do their best work. For this to occur, student preparation should include:

- opportunities to engage with the **Selected Essential Learnings** (page 21) well in advance of participating in QCATs. If students have not engaged with the **Selected Essential Learnings** recently, review and consolidation may be necessary. Preparation activities should not involve rehearsal of the actual or a similar assessment
- experience with the types of questions used within the QCAT.

The quality of information provided by the QCATs will depend on the level of interaction teachers have with their students before, during and after implementation.

Additional resources **Centrally-devised design brief**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Catering for diversity — special provisions

All students should have the opportunity to participate in school-based assessment. Schools are responsible for determining which students require special provisions.

The QCATs are designed to be part of a classroom assessment program, and principles of participation and equity apply. The QSA offers this general advice:

- Students who have been identified as having specific educational requirements may be assisted using those adjustments and supports usually available in the classroom. To make participation possible in all or part of the assessment task, such help may be in the form of inclusive learning technologies, reading support or the use of support personnel.
- Students for whom English is not their first language, and who are assessed as not achieving a reading level appropriate to complete the task, may be assisted by an interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to allow participation in all or part of the task.
- In exceptional circumstances, where a student's learning difficulties have precluded them from engaging with the **Selected Essential Learnings**, the principal (in consultation with specialist and support staff and parents/carers) may make a decision about the participation of that student in the task. Some students may be given an opportunity to complete some aspects of the assessment.

Additional resources **Inclusive strategies for implementing QCATs**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)
Equity
www.qsa.qld.edu.au > P–12 approach > Equity

Teacher preparation

Check contents of QCAT packages as soon as they arrive at your school

- Check that you have the appropriate number of **Student booklets** and **Stimulus sheets** (one per student) and **Teacher guidelines** (one per implementing teacher).
- Check for any defective **Student booklets** and **Stimulus sheets**.
- Contact the QSA if any additional copies are required.

Familiarise yourself with the assessment

- Read all the documents provided.
- Review the **Selected Essential Learnings** (page 21).
- Complete a **Student booklet** yourself, and then refer to the **Model response** (page 23) so that you understand what students are required to do.
- Download and view **Sample responses** from the **QSA Assessment Bank** (see Additional resources below).

Plan implementation

- Discuss the assessment with your colleagues, and plan any teaching or revision that may be required.
- Set the times and dates for the implementation:
 - teachers have flexibility to implement the QCATs at any time during the designated period
 - the QCATs may be completed in one, two or more sessions over one or more days
 - implementation times may differ for verified students, students with specific educational requirements or students who have English as a second language.
- Plan:
 - any support required to enable students to do their best work (e.g. teacher aides or other support personnel)
 - any materials or equipment needed to implement the assessment.
- Decide:
 - how you will implement this task for all classes at this year level
 - the processes you will use to achieve consistency of teacher judgment
 - how you will select student samples for the QSA's random sampling process
 - when, how and who will submit your school's data.

Additional resources **Sample responses**

QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Using Queensland Comparable Assessment Tasks (QCATs) to support learning
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Implementation

Working with the Student booklet

Use the [Annotated Student booklet](#) (page 8) to set the conditions that ensure all students have the opportunity to do their best work.

Students should be encouraged to interact with teachers to seek clarification when required, and with other students if appropriate to the task.

Suggested implementation timeline

Preparation

Setting the scene: Group discussion	20 minutes
-------------------------------------	------------

The assessment task

Interpreting a story orientation	20 minutes
Planning the story complication and resolution	15 minutes
Write your story	35 minutes
Editing and proofreading	20 minutes



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Stimulus material source: Doris Pilkington Garimara 2006, *Home to Mother*, University of Queensland Press, Brisbane, pp.23–24.

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Phone: (07) 3864 0299 Fax: (07) 3221 2553 Email: office@qsa.qld.edu.au Website: www.qsa.qld.edu.au



Suggested time: 20 minutes

Setting the scene: Group discussion

Writers try to make their stories interesting, exciting, entertaining, suspenseful or adventurous for their audience.

How do writers do this? Write some ideas to discuss.

In this assessment, you will:

- listen to your teacher read part of an **orientation** to a story
- answer questions about the **orientation**
- plan the story's **complication** and **resolution**
- write, edit and proofread the story.

Make sure each student has a **Student booklet** and **Stimulus sheet**.

Guide students through the booklet to familiarise them with the requirements of the task.

Work through the **Guide to making judgments** (page 28) with students to highlight the assessable elements for this QCAT. Explain, in student-friendly terms, the task-specific assessable elements. These identify what is being valued in the student responses.

Read **Setting the scene: Group discussion** to students.

Generate a discussion based on the given question.

Refer students to the images on page 2. Other focus questions you may use to stimulate discussion include:

- What are the expressions on the faces of the children? How are they feeling?
- What would a writer be thinking when they are planning their writing?
- How does a writer get a reader to feel excitement, suspense or fear?

Link the discussion to previous stories (narratives) that the students have recently read.

Refer to:

- characters
- tension and excitement
- sequencing ideas
- grammar, punctuation, spelling and vocabulary.

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Suggested time: 20 minutes

Read the **Stimulus sheet** to students so all have access to the task. Ask students to follow on their copy.

Read the questions to the students. Provide further clarification as needed.

Where students ask individual questions, answers should be shared with the whole class wherever possible.

Explain to students that:

- they can look back at the **Stimulus sheet** when answering questions
- the answers to the questions are in the text, but for some questions they will need to be detectives and look for the clues.

Interpreting a story orientation

Listen as your teacher reads part of the **orientation** to a story.

Refer to your copy of the story to find the answers to the following questions.

1. **Number the squares 1 to 4 in the order of when each action happened in the story.**



Use each number once only.

- ☐ The girls lay without moving.
- ☐ The girls hid quickly under bushes.
- ☐ The girls stared at something that came into view.
- ☐ The girls were talking to each other.

2. **Who are the characters?**

.....
.....

3. **Who is the leader?**

..... is the leader. I know this because
.....
.....

4. **Why does Molly whisper?**

.....
.....

Questions 1–6 gather evidence of a student's knowledge and understanding of a number of active comprehension strategies when interpreting a text. They demonstrate this understanding by sequencing events, making inferences, and interpreting character and place representation.

5. List two things that are in the setting.

.....

Using words for a purpose

6. Identify two word groups from the text that describe how the characters are feeling.

-
-

Remind students to choose word groups rather than single words from the text.

The writer has used nouns, adjectives, verbs and adverbs to make sentences interesting.

7. Use the paragraph below to complete the following.

- a) Draw a circle around one adjective.
- b) Rule a line under one noun.
- c) Place a tick (✓) above one verb.

Too scared to move, the girls lay speechless until a flash of lightning made them jump. In the distance was the deep rumble of thunder.

Students only have to identify one adjective, one noun and one verb.

8. Add an adverb to the sentence below to make it more exciting. Rewrite the sentence.

Their hearts were thumping.

.....

Students must rewrite the whole sentence.

Questions 7–8 gather evidence of a student's knowledge and understanding of grammatical choices within sentences. They demonstrate this understanding by identifying an adjective, a noun and a verb, and placing an adverb into a sentence to make a sentence more exciting.



Suggested time: 15 minutes

Read the text on both pages to students. Provide further clarification as needed.

Where students ask individual questions, answers should be shared with the whole class wherever possible.

Planning the story complication and resolution

Remind students that so far they have:

- read the orientation to a story
- answered questions about the orientation to a story.

Explain to students they have to write the complication and resolution but first they will need to plan the rest of the story.

Complete this sentence.

9. The purpose of writing a story is to

.....
.....

A story has an **orientation**, **complication** and **resolution**.

Planning a story

Orientation

- Who are the characters?
- Where and when does the story take place (setting)?
- What is the relationship between characters?

Complication

- What is the problem for the characters?
- What actions happen?
- How will the characters react? Will they be happy, sad, excited, scared, or

Resolution

- How does the story end?
- Is the problem resolved?

Read through and discuss the **Planning a story** diagram. Students should be familiar with this narrative (story) structure, so discussion should be minimal.

Students complete Question 9.

Read and discuss Questions 10 to 13 with your teacher. After your discussion, the teacher will read the **orientation** to the story again.

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Question 9 gathers evidence of a student's knowledge and understanding of the relationship between purpose and text type. They demonstrate this understanding through their explanation.

Now complete the questions below to help you plan the rest of your story.

My plan for the rest of the story

10. What is the problem for the characters?
What happens?
Are there new characters?

11. Describe the setting. Where and when is it set?

12. What new words or word groups might you use in your story?

What do the characters ...	Words and word groups
see?	
hear?	
feel?	

13. How does your story end?

Questions 10–13 gather evidence of a student's knowledge and understanding of active writing strategies, specifically planning; and narrative structure. They demonstrate this understanding by planning ideas for the complication and resolution of a narrative (story), and identifying new words and word groups they could use.

Remind students that good writers plan their story before they begin to write and that they should remember the purpose of writing their story.

Read the **Stimulus sheet** aloud with expression again, before students begin to write about what happens next.

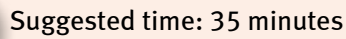
Allow time for students to complete their planning. Encourage students to write as many ideas as possible.

When students plan, they do not need to write in sentences.

If students require more planning space provide another sheet of paper which you can later staple to the booklet.

Take a break

This is a good time to have a break in the QCAT. Returning to the task later in the day or the next day will allow students more thinking time. It will mean they also come to the writing task fresh, perhaps with more ideas to add to their planning.

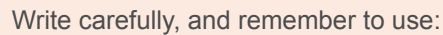


Provide further clarification as needed.

Where students ask individual questions, answers should be shared with the whole class wherever possible.

14. Use the ideas from your plan to write the rest of your story.

Remind students to link their writing to the planning. Inform students that they do not need to use all of the space to finish the story.



- ☐ your plan
- ☐ correct spelling
- ☐ ideas that are sequenced
- ☐ simple and compound sentences
- ☐ paragraphs
- ☐ correct punctuation.

Too scared to move, the girls lay speechless until a flash of lightning made them jump. In the distance was the deep rumble of thunder.

Once students have completed their complication and resolution, remind them to edit and proofread their writing.

[illegible]

Question 14 gathers evidence of a student's knowledge and understanding of how to construct a narrative (story). They demonstrate this understanding in their story by applying structural features, using language elements, making choices about punctuation and grammar, and writing a story that fits a purpose.

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Suggested time: 20 minutes

Read the text on this page to the students.

Provide further clarification as needed.

Where students ask individual questions, answers should be shared with the whole class wherever possible.

Editing and proofreading

15. Edit and proofread your story in Question 14.



Use the editing symbols you are familiar with.

Checking your work

16. I have:

- | | | |
|---------------------------|------------------------------|-----------------------------|
| • checked my spelling | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • checked my punctuation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used paragraphs | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used simple sentences | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used compound sentences | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Encourage students to edit and proofread their story. They may use the editing conventions they are familiar with.

17. Copy from your story one simple sentence you have written.

.....

Students are to copy a simple sentence, not create a new one.

18. Copy from your story one compound sentence you have written.

.....

Students are to copy a compound sentence, not create a new one.

19. What types of punctuation did you check?

.....

Encourage students to list all the types of punctuation they have checked during the editing process.

Publishing your story

20. Before publishing my story, I would need to:

Students are to write any two further steps before publishing, even though your school-based process may encourage more than two steps.

Questions 15–19 gather evidence of a student's knowledge and understanding of a variety of active writing strategies. They demonstrate this understanding when revising, editing and proofreading their story, and identifying specific language elements.

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Question 20 gathers evidence of a student's knowledge and understanding of publishing — an active writing strategy. They demonstrate this understanding by identifying steps to be taken when planning the publishing of their story.

Making judgments

Use the **Guide to making judgments (GTMJ)** on page 28 to grade student responses.

The **Model response** (page 23) and **Sample responses** are provided for reference purposes only. They each demonstrate possible responses and should be used to support the GTMJ.

Making judgments is not about determining whether one student's work is better than that of another. Rather, you should make standards-based judgments by matching evidence in student responses to descriptors in the GTMJ.

Read and consider all of the evidence in the student's responses before making and recording a judgment about the quality of the performance for each assessable element.

Additional resources **Sample responses**

QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Using the GTMJ

This QCAT uses a continua-style GTMJ, where descriptors are placed along a continuum within each column. The diagrams below show the different parts of the GTMJ continua model, and how to use the GTMJ when grading student responses.

Record a nil award of "N" only when there is insufficient evidence to make a judgment for an overall grade.

In the following diagrams:

- **Diagram 1: Understanding the GTMJ** points out the different parts of the GTMJ
- **Diagram 2: Using the GTMJ — the judgment process** gives steps to follow when grading student responses.

Diagram 1: Understanding the GTMJ

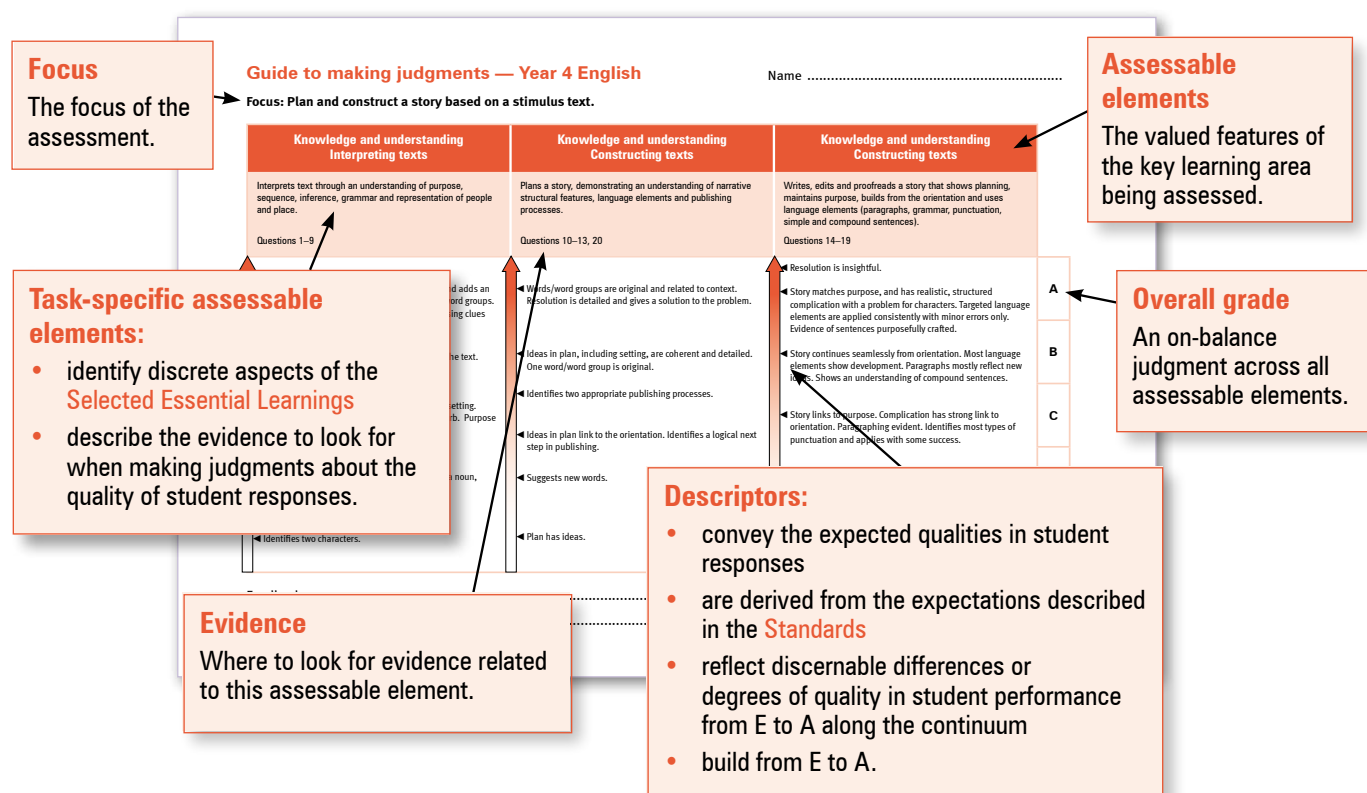
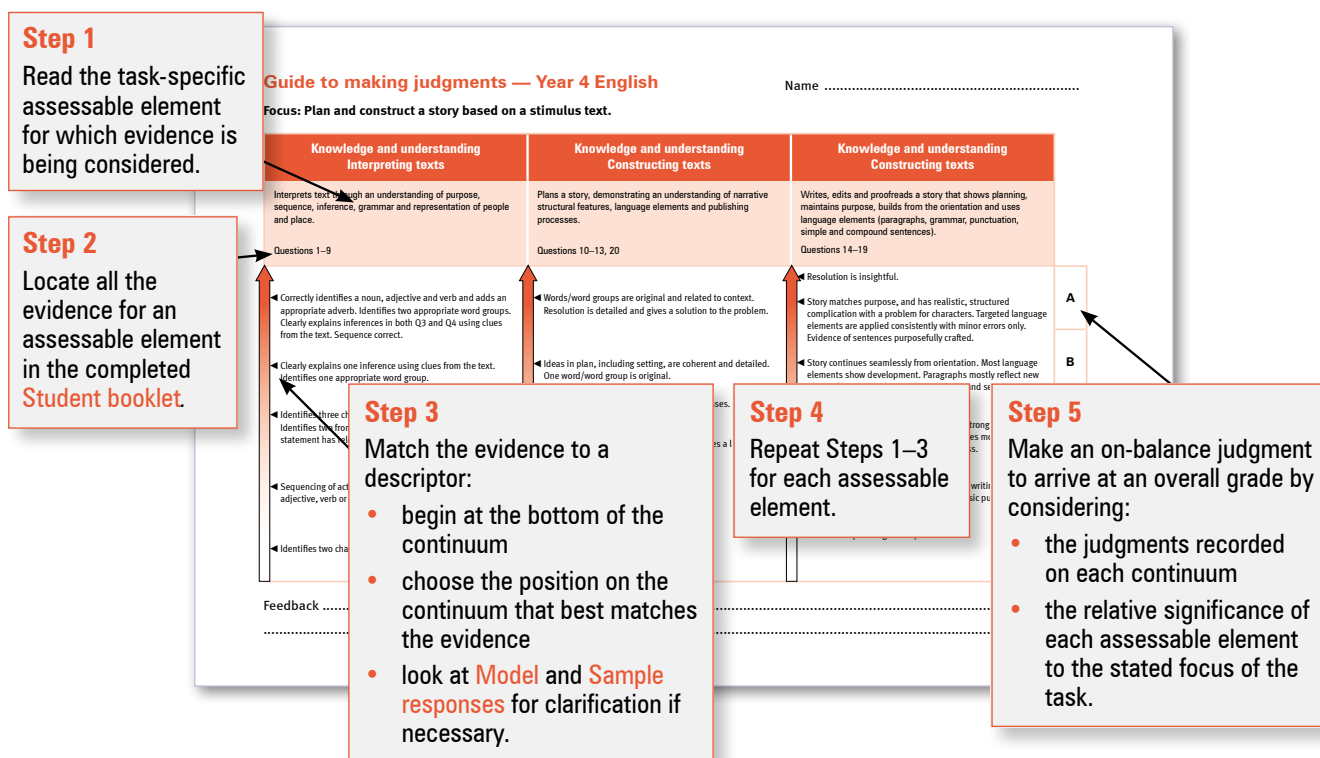


Diagram 2: Using the GTMJ — the judgment process



Using feedback

Assessment alone will not contribute significantly to improved learning — it is what teachers and students do with the information gathered that makes the difference. Providing quality and useful feedback is a crucial step in using assessment information to support future learning.

Assessment feedback goes beyond a simple mark or grade. Comments on the strengths of students' achievements, and on areas for improvement, provide quality feedback that can be used to inform future teaching and learning. Assessment feedback is most helpful if the specific elements of the knowledge and skills are identified and specific suggestions are provided.

The information gathered from the implementation, marking and moderation of QCATs should feed back into future planning of teaching and learning.

Feedback to help students learn

Quality feedback to a student:

- focuses on their achievement in relation to either the assessable elements with their task-specific descriptors or the **Selected Essential Learnings** (page 21) and their associated questions
- includes strengths of achievements
- identifies areas for improvement and strategies for future learning
- is communicated in student-friendly language
- is appropriate (e.g. in quantity and detail) to the student's age and their capacity to respond
- includes the use of **Sample responses** to provide examples of the quality of work corresponding to each standard.

Feedback to help teacher planning

Individual and collective student performance on QCATs, along with other school-based assessment, can be used to inform teaching and learning.

Additional resources **Using feedback to inform teaching and learning**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Sample responses
QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Resources

Selected Essential Learnings

The 2010 QCATs will assess what students know, understand and can do in relation to the following selection of **Essential Learnings**.

English Essential Learnings by the end of Year 5	
Assessable elements The valued features of the key learning area about which evidence of learning is collected and assessed.	Ways of working The processes students use to develop and demonstrate their knowledge and understanding . Students are able to:
Interpreting texts	<ul style="list-style-type: none"> • identify the relationship between audience, purpose and text type • identify main ideas and the sequence of events, and make inferences • interpret how people, characters, places, events and things have been represented and whether aspects of the subject matter have been included or excluded
Constructing texts	<ul style="list-style-type: none"> • construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose.
	Knowledge and understanding The essential concepts, facts and procedures.
Knowledge and understanding	Reading and viewing Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts. <ul style="list-style-type: none"> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. Writing and designing Writing and designing involve using language elements to construct literary and non-literary texts in personal and community contexts. <ul style="list-style-type: none"> • The purpose of writing and designing includes entertaining, informing and describing. • Text users make choices about grammar and punctuation, to make meaning. • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting.

Knowledge and understanding	<p><i>Language elements</i></p> <p>Interpreting and constructing texts involve making choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in personal and community contexts.</p> <ul style="list-style-type: none"> • Paragraphs separate ideas in texts and contain a topic sentence. • A sentence can be simple, compound or complex. • Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs). <p><i>Literary and non-literary texts</i></p> <p>Making choices about literary and non-literary texts involves identifying the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Narratives have structural features that set the scene, introduce and describe characters and plot (orientation), describe events or actions leading to a problem (complication), and describe how and why a problem is solved (resolution).
Source: www.qsa.qld.edu.au > Prep–Year 9 > Essential Learnings & Standards (Years 1–9)	

Literacy and Numeracy Indicators

The **Literacy and Numeracy Indicators** are a resource that can be used when planning for teaching, learning, assessment and monitoring in all key learning areas.

This QCAT may provide opportunities to monitor and assess student progress in a selection of the **Literacy and Numeracy Indicators**, and may provide further focus for feedback for teachers and students to support improved learning.

Additional resources [Literacy and Numeracy Indicators Information Statement](#)
www.qsa.qld.edu.au > Prep–Year 9 > Literacy & Numeracy Indicators (P–Year 9)

Model response

This **Model response** gives one example of a very high quality response for each question. The **Sample responses**, available for download from the **QSA Assessment Bank**, demonstrate the quality of student responses for each standard, A to E.



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Stimulus material source: Doris Pilkington Gairmara 2006, *Home to Mother*, University of Queensland Press, Brisbane, pp 23–24.
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Setting the scene: Group discussion

Writers try to make their stories interesting, exciting, entertaining, suspenseful or adventurous for their audience.

How do writers do this? Write some ideas to discuss.

Not assessed.

In this assessment, you will:

- listen to your teacher read part of an **orientation** to a story
- answer questions about the **orientation**
- plan the story's **complication** and **resolution**
- write, edit and proofread the story.

Model response

Interpreting a story orientation

Listen as your teacher reads part of the **orientation** to a story.
Refer to your copy of the story to find the answers to the following questions.

1. Number the squares 1 to 4 in the order of when each action happened in the story.



Use each number once only.

- | | |
|---|--|
| 3 | The girls lay without moving. |
| 2 | The girls hid quickly under bushes. |
| 4 | The girls stared at something that came into view. |
| 1 | The girls were talking to each other. |

2. Who are the characters?

Gracie Molly Daisy giant hairy man

3. Who is the leader?

Molly is the leader. I know this because
she ordered the girls to stand still and listen.

4. Why does Molly whisper?

She didn't want the "giant" to hear them.

5. List two things that are in the setting.

thick bushes banksia trees

Using words for a purpose

6. Identify two word groups from the text that describe how the characters are feeling.

- numb with fear
- too scared to move

The writer has used nouns, adjectives, verbs and adverbs to make sentences interesting.

7. Use the paragraph below to complete the following.

- a) Draw a circle around one adjective.
- b) Rule a line under one noun.
- c) Place a tick (✓) above one verb.

Too scared to move, the girls [✓]lay speechless until a flash of lightning made them jump. In the distance was the deep rumble of thunder.

8. Add an adverb to the sentence below to make it more exciting.
Rewrite the sentence.

Their hearts were thumping.

Their hearts were thumping quickly.

Model response

Planning the story complication and resolution

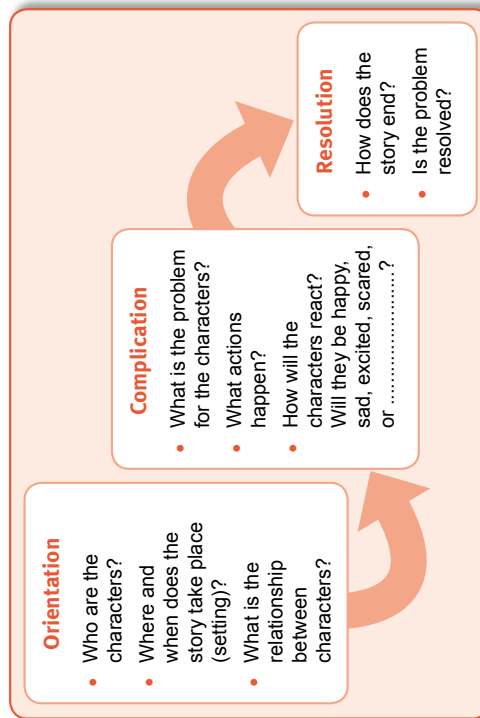
Complete this sentence.

9. The purpose of writing a story is to

entertain readers by making them laugh or cry, or feel scared. They should want to keep wanting to read the story.

A story has an **orientation**, **complication** and **resolution**.

Planning a story



Read and discuss Questions 10 to 13 with your teacher. After your discussion, the teacher will read the **orientation** to the story again.

Now complete the questions below to help you plan the rest of your story.

My plan for the rest of the story

10. What is the problem for the characters?

What happens?

Are there new characters?

- The problem is dealing with the giant and the weather.
- bad storm
- giant is a big man but is friendly he gets hurt but the girls help they have to trust him
- Molly's mum

11. Describe the setting. Where and when is it set?

near a beach bushland
stormy, windy late in the afternoon
dark

12. What new words or word groups might you use in your story?

What do the characters ...	Words and word groups	
see?	long, matted hair boardies	lightning flashes bushy beard
hear?	wind whistling crashing branches storm	thunder loud groan surf crashing
feel?	heavy rain painful knee	wet and cold

13. How does your story end?

They help him to Molly's house, and call the ambulance.
The ambulance takes him to the hospital.
Molly's mum looks after the girls.

Model response

Write your story

14. Use the ideas from your plan to write the rest of your story.



Write carefully, and remember to use:

- ☐ your plan
- ☐ correct spelling
- ☐ ideas that are sequenced
- ☐ simple and compound sentences
- ☐ paragraphs
- ☐ correct punctuation.

Too scared to move, the girls lay speechless until a flash of lightning made them jump. In the distance was the deep rumble of thunder.

Molly didn't know if the thing had gone, but she knew they could not stay hidden under the bushes if there was lightning. They had to get back to her house.

She crept out from under the bush. Daisy and Gracie followed.

It was now raining heavily and the girls were soaked.

Daisy took off without waiting. Molly and Gracie tried to keep up, but it was difficult running on the sandy track. The rain was stinging their faces and it was hard to see. The clouds were dark and menacing, and except for the occasional flash of lightning, it was now almost black.

It was Molly with her radar ears that heard the roar ahead. It was not the roar of the waves crashing on the beach, more like the growl of an injured animal. It was a deep, painful groan that could be heard over everything else. Before they could stop, they were upon it.

It was the thing. In fact it was a large man, a very large man with long bushy and matted hair that fell across his face. His long beard was scraggy and his skin was covered in sand and dirt. Wearing only boardies and battered joggers, he did not look like the local surfers who often used this path to get to the beach. He lay on the ground, holding his bloodied knee, grimacing in pain.

The girls were about to turn and run when he yelled, "Stop!"

Gracie was the first to respond.

"Who are you? What's wrong with you?" she blurted.

"I am Henry. Help me. I tripped on a branch and fell on my knee."

The girls weren't sure. They did not know this person and he looked frightening. Helping him was about trusting him. Could they trust him? Daisy stepped closer and looked into his eyes. She felt scared but she also felt sad because he was obviously in pain. She knew they needed to help him. She called for Molly and Gracie to come and help. They weren't being brave or stupid, it just seemed the right thing to do.

Model response

It was difficult to be heard over the rumbling thunder and the wind whistling through the banksia trees. Thankfully, the rain had stopped. They helped Henry up. He groaned as he tried to walk with his injured leg. With Molly and Daisy on either side of this man-mountain, they helped him hobble back to Molly's house. Gracie walked ahead clearing the countless fallen branches that now littered the path.

It was not long before they had staggered onto the verandah. They arrived just in time, as the rain had begun again with a ferocious attack. They helped Henry sit down on chair.

Molly pushed the door open and screamed for her mother. No one replied. Without any fuss she called triple zero and asked for an ambulance. She then called her mother on her mobile and told her quickly what had happened. In no time at all her mother was at home by their side.

Twenty minutes later Henry was in an ambulance heading to the local hospital, and Molly's mum was treating their scratches. You tend to get scratches and bruises when you dive head first into bushes! It was Gracie, the quiet one, who summed it up. "Next time we go for a walk with you Molly, tell us if you have been reading a scary story beforehand. Your imagination is dangerous!"

Editing and proofreading

15. Edit and proofread your story in Question 14.



Use the editing symbols you are familiar with.

Checking your work

16. I have:

- | | | |
|---------------------------|---|-----------------------------|
| • checked my spelling | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| • checked my punctuation | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used paragraphs | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used simple sentences | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used compound sentences | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

17. Copy from your story one simple sentence you have written.

They had to get back to her house.

18. Copy from your story one compound sentence you have written.

It was now raining heavily and the girls were soaked.

19. What types of punctuation did you check?

full stops, capital letters, commas, question marks, speech marks

Publishing your story

20. Before publishing my story, I would need to:

- conference with a friend
- write a new draft that fixes errors and makes the story more exciting.

Guide to making judgments — Year 4 English

Name

Focus: Plan and construct a story based on a stimulus text.

Knowledge and understanding Interpreting texts	Knowledge and understanding Constructing texts	Knowledge and understanding Constructing texts
<p>Interprets text through an understanding of purpose, sequence, inference, grammar and representation of people and place.</p> <p>Questions 1–9</p> <ul style="list-style-type: none"> Correctly identifies a noun, adjective and verb and adds an appropriate adverb. Identifies two appropriate word groups. Clearly explains inferences in both Q3 and Q4 using clues from the text. Sequence correct. Clearly explains one inference using clues from the text. Identifies one appropriate word group. Identifies three characters and an aspect of the setting. Identifies two from noun, adjective, verb or adverb. Purpose statement has relevance to writing a story. Sequencing of actions mostly correct. Identifies a noun, adjective, verb or adverb. Identifies two characters. 	<p>Plans a story, demonstrating an understanding of narrative structural features, language elements and publishing processes.</p> <p>Questions 10–13, 20</p> <ul style="list-style-type: none"> Words/word groups are original and related to context. Resolution is detailed and gives a solution to the problem. Ideas in plan, including setting, are coherent and detailed. One word/word group is original. Identifies two appropriate publishing processes. Ideas in plan link to the orientation. Identifies a logical next step in publishing. Suggests new words. Plan has ideas. 	<p>Writes, edits and proofreads a story that shows planning, maintains purpose, builds from the orientation and uses language elements (paragraphs, grammar, punctuation, simple and compound sentences).</p> <p>Questions 14–19</p> <ul style="list-style-type: none"> Resolution is insightful. Story matches purpose, and has realistic, structured complication with a problem for characters. Targeted language elements are applied consistently with minor errors only. Evidence of sentences purposefully crafted. Story continues seamlessly from orientation. Most language elements show development. Paragraphs mostly reflect new ideas. Shows an understanding of compound sentences. Story links to purpose. Complication has strong link to orientation. Paragraphing evident. Identifies most types of punctuation and applies with some success. Complication within story is evident. Most writing in sentences. Identifies a simple sentence. Identifies basic punctuation. Shows evidence of editing. Evidence of planning in story.
		A
		B
		C
		D
		E

Feedback

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