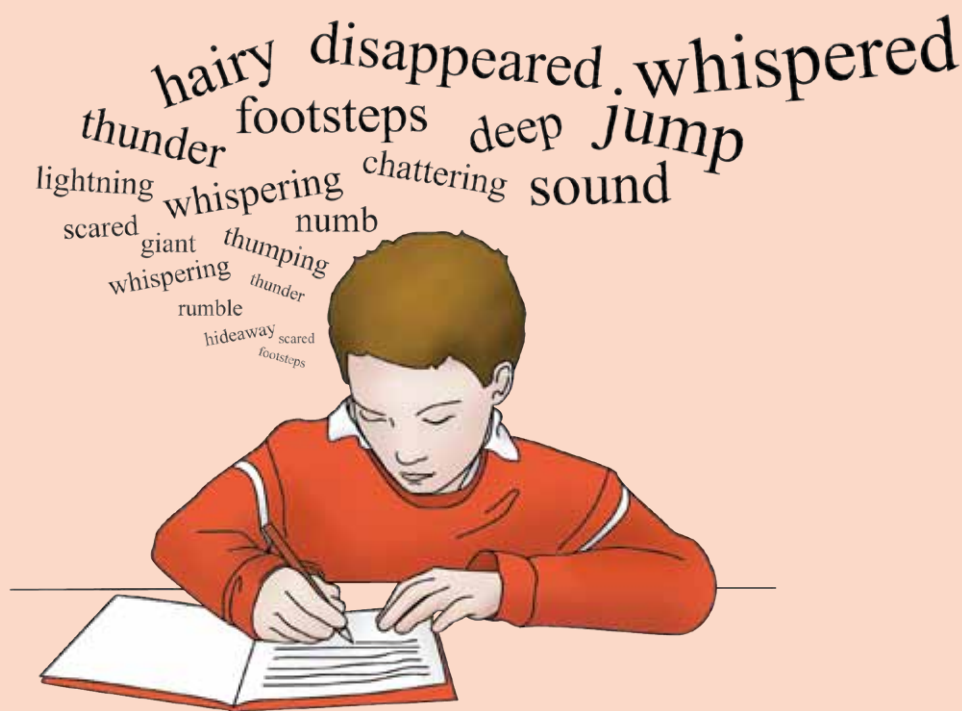




Writing stories

Sample responses



4

English

Queensland Comparable
Assessment Tasks
(QCATs) 2010

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E Sample: Response 1

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	
Interprets text through an understanding of purpose, sequence, inference, grammar and representation of people and place. Questions 1–9	Plans a story, demonstrating an understanding of narrative structural features, language elements and publishing processes. Questions 10–13, 20	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). Questions 14–19	
<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. 	<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. One word/word group is original. 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. 	<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. 	<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>
Demonstrates descriptor below and aspects of descriptor above. Identifies an adjective.	A new word is suggested.	Demonstrates descriptor below and aspects of descriptor above. Complication requires development. Very limited application of punctuation. Minimal editing evident.	

Overall grade

This response demonstrates a very limited level of achievement across all assessable elements. On balance, it is judged to be an E.

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.

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

2. Who are the characters?

Molly man

3. Who is the leader?

Molly is the leader. I know this because

4. Why does Molly whisper?

to be quiet

E Sample: Response 1

5. List two things that are in the setting.

Gracie stomach

Using words for a purpose

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

• fear
• fainter

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

7. Use the paragraph below to complete the following.

- Draw a circle around one adjective.
- Rule a line under one noun.
- 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 a lot

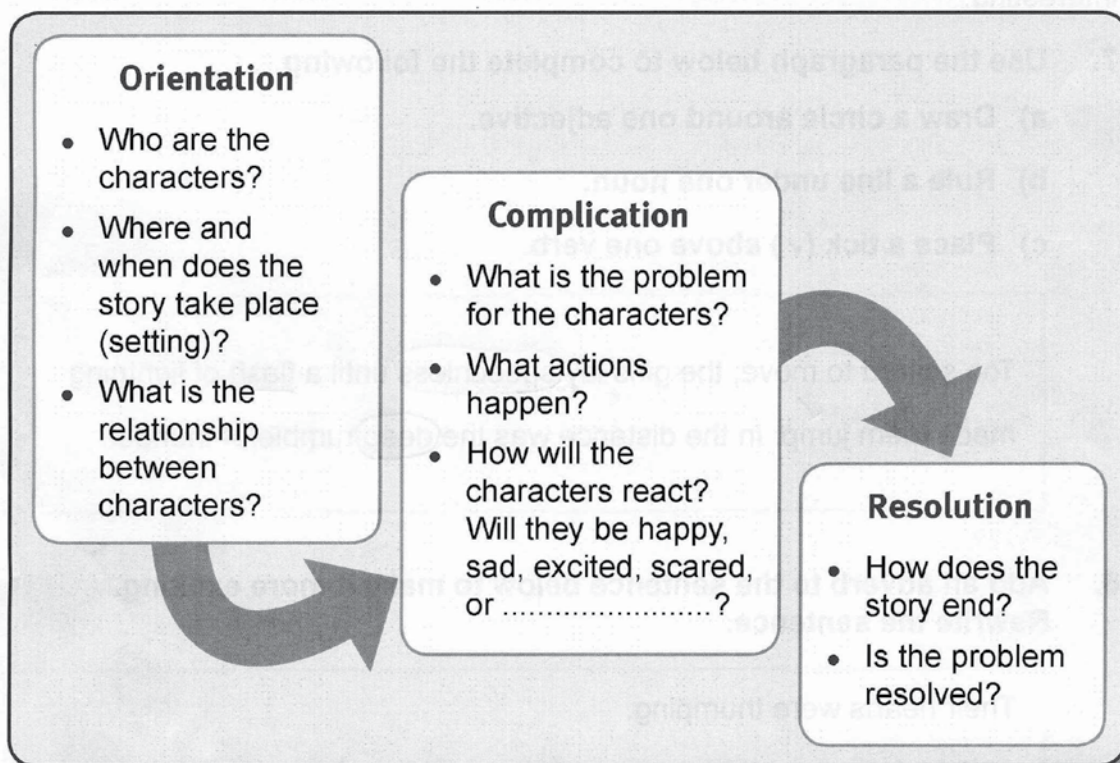
Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to write
complication

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.

E Sample: Response 1

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?

really bad
trubl

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

day time

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

What do the
characters ...

Words and word groups

see?

tree storm

hear?

storm

feel?

wet

13. How does your story end?

wherwolf comes

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.

run girls Molly said a thing is coming to take us all away am scared said gracie me to said Daisy I am to said Molly but Lucy I called the police to check what it is now since they've worked it out we can go home now few minutes later I saw the police at my doorstep but suddenly someone came

over Molly it's you come in
it's you to said Gracie hi Daisy
hi Gracie Daisy said hi ^MMolly
hi Gracie Molly said. and then
suddenly a big monster came
knocking at my door it is a were
wolf let's run out the back the
door said Molly and Daisy and
Gracie so we don't die few
that's was close he's gone now
good we can go back to my
house and go to sleep.

E Sample: Response 2

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	
Interprets text through an understanding of purpose, sequence, inference, grammar and representation of people and place. Questions 1–9	Plans a story, demonstrating an understanding of narrative structural features, language elements and publishing processes. Questions 10–13, 20	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). Questions 14–19	
<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. 	<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. 	<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. 	<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>
Demonstrates descriptor below and aspects of descriptor above. Three characters and a noun and verb identified.	Plan has ideas.	Demonstrates descriptor below and aspects of descriptor above. Simple narrative structure without complication. Identifies a simple sentence and one punctuation type.	

Overall grade

This response demonstrates a sound level of achievement in interpreting a text. It demonstrates a very limited achievement in planning and constructing a story based on a stimulus text. The focus of this QCAT is on planning and constructing a story. On balance, it is judged to be an E.

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.

- ☒ 4 The girls lay without moving.
- ☒ 2 The girls hid quickly under bushes.
- ☒ 3 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

3. Who is the leader?

no is the leader. I know this because it doesn't say

4. Why does Molly whisper?

to be quiet

E Sample: Response 2

5. List two things that are in the setting.

road trees

Using words for a purpose

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

• closer
• shook

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

7. Use the paragraph below to complete the following.

- Draw a circle around one adjective.
- Rule a line under one noun.
- 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 kept thumping.

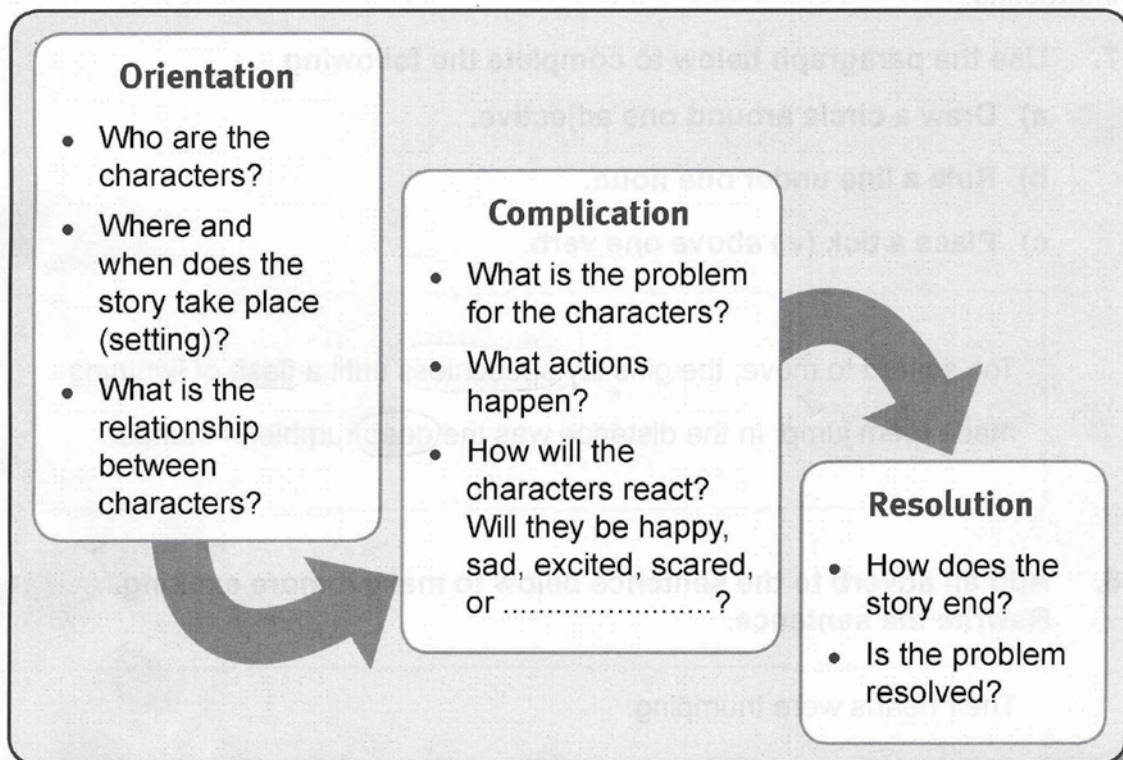
Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to give to teacher
-
-

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.

E Sample: Response 2

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? *man storm*
What happens?
Are there new characters? *no*

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

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

What do the
characters ...

Words and word groups

see? *hairy man*

hear? *stomping*

feel? *scared*

13. How does your story end?
go home

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.

Gracie said 'I want to go home
me to said Molly. The man
(disapered) Daisy stayed and
got wet. she went home.
Her home was near park.