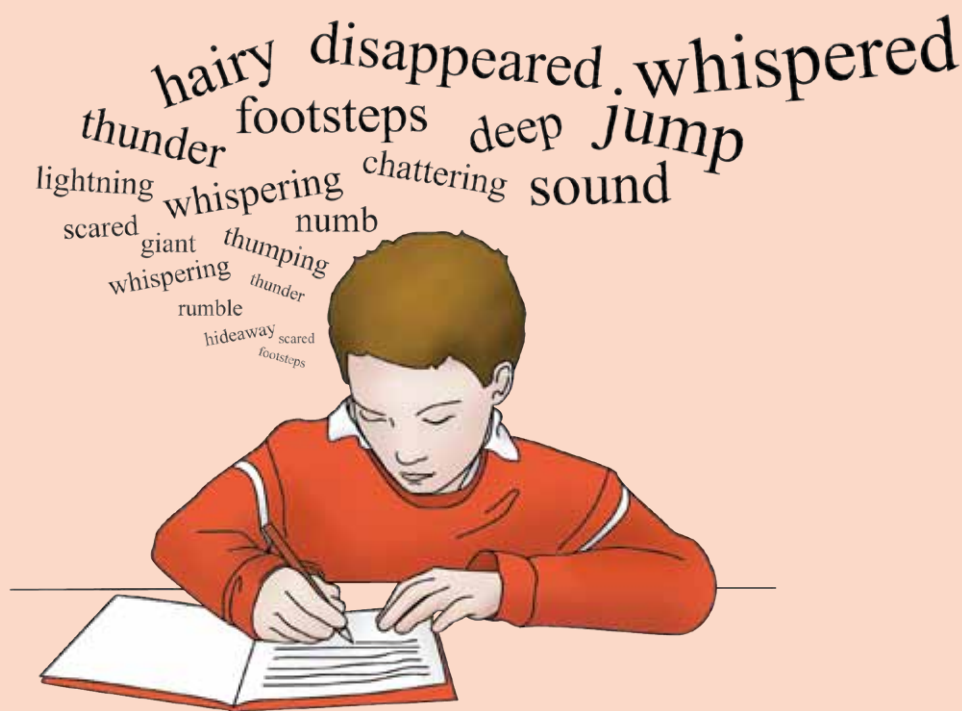




# Writing stories

Sample responses



# 4

## English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2010

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## D 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"> <li>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.</li> <li>Clearly explains one inference using clues from the text. Identifies one appropriate word group.</li> <li>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.</li> <li>Sequencing of actions mostly correct. Identifies a noun, adjective, verb or adverb.</li> <li>Identifies two characters.</li> </ul>	<ul style="list-style-type: none"> <li>Words/word groups are original and related to context. Resolution is detailed and gives a solution to the problem.</li> <li>Ideas in plan, including setting, are coherent and detailed. One word/word group is original.</li> <li>Identifies two appropriate publishing processes.</li> <li>Ideas in plan link to the orientation. Identifies a logical next step in publishing.</li> <li>Suggests new words.</li> <li>Plan has ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Resolution is insightful.</li> <li>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.</li> <li>Story continues seamlessly from orientation. Most language elements show development. Paragraphs mostly reflect new ideas. Shows an understanding of compound sentences.</li> <li>Story links to purpose. Complication has strong link to orientation. Paragraphing evident. Identifies most types of punctuation and applies with some success.</li> <li>Complication within story is evident. Most writing in sentences identifies a simple sentence. Identifies basic punctuation. Shows evidence of editing.</li> <li>Evidence of planning in story.</li> </ul>	<p>A</p> <p>B</p> <p>C</p> <p><b>D</b></p> <p>E</p>

Demonstrates descriptor below and aspects of descriptor above. Writes in sentences but unable to identify types. Limited application of punctuation and editing.

Demonstrates descriptor below and aspects of descriptor above. Some ideas link to orientation.

Demonstrates all descriptors below and aspects of descriptor above. Makes one correct inference.

### Overall grade

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

## 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?

molly girls man

3. Who is the leader?

molly is the leader. I know this because told the girls 2 jump

4. Why does Molly whisper?

shhh quit

## D Sample: Response 1

5. List two things that are in the setting.

.....whisper..... setting.....

### Using words for a purpose

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

- .....scared.....
- .....still.....

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.

.....scared very.....

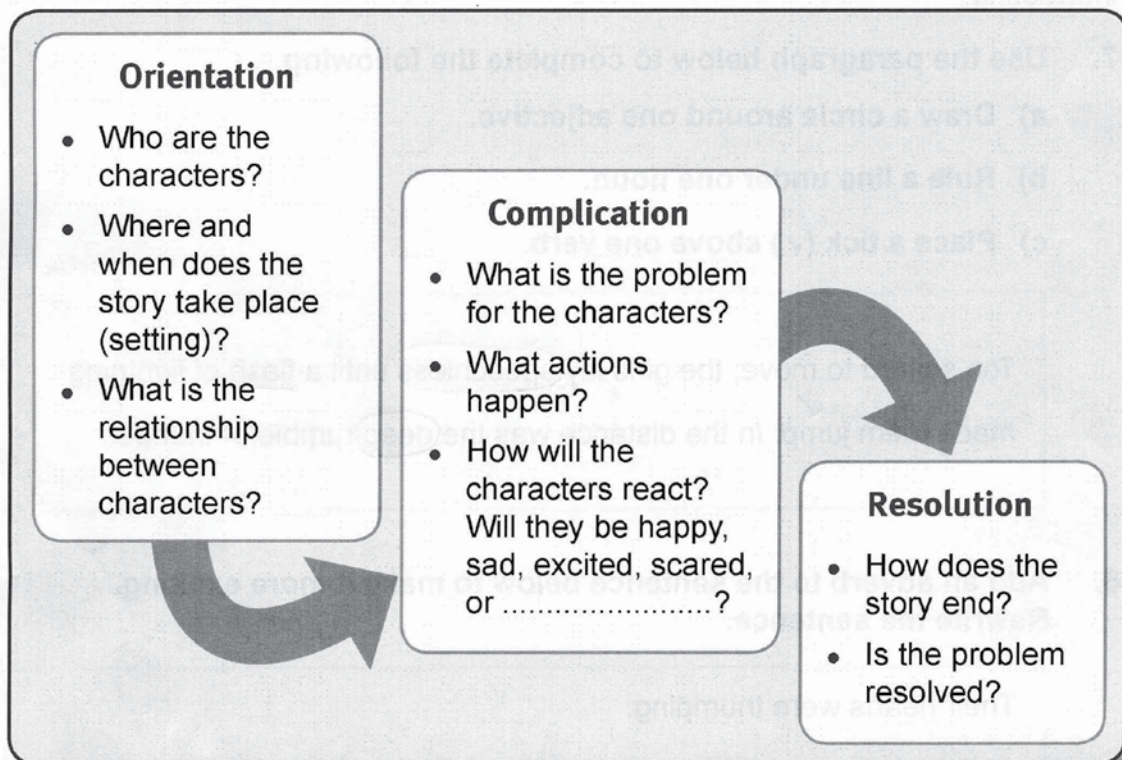
## Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to .....*scared, happy*.....  
.....  
.....

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.

## D 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?

hairy man  
storm  
no

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

12 Tuesday 3010 foggy

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

What do the  
characters

Words and word groups

see? fog police

hear? very very scary man

feel? scary

13. How does your story end?

live haply ever after

## 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.

the lightning zapped the giant and he died. The girls quickly ran and ran away to the police and told them what happened.

The police and the girls ran to the police car. They were half there but there was too much traffic so they ran but when they got there the giant was alive then the police shot him then the town was saved. Then the girls went home.



## 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.

The light zapped the giant then he died.

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

The girls ran and ran away quickly.

19. What types of punctuation did you check?

letters stops capitals

### Publishing your story

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

- read it
-

## D 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"> <li>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.</li> <li>Clearly explains one inference using clues from the text. Identifies one appropriate word group.</li> <li>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.</li> <li>Sequencing of actions mostly correct. Identifies a noun, adjective, verb or adverb.</li> <li>Identifies two characters.</li> </ul>	<ul style="list-style-type: none"> <li>Words/word groups are original and related to context. Resolution is detailed and gives a solution to the problem.</li> <li>Ideas in plan, including setting, are coherent and detailed. One word/word group is original.</li> <li>Identifies two appropriate publishing processes.</li> <li>Ideas in plan link to the orientation. Identifies a logical next step in publishing.</li> <li>Suggests new words.</li> <li>Plan has ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Resolution is insightful.</li> <li>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.</li> <li>Story continues seamlessly from orientation. Most language elements show development. Paragraphs mostly reflect new ideas. Shows an understanding of compound sentences.</li> <li>Story links to purpose. Complication has strong link to orientation. Paragraphing evident. Identifies most types of punctuation and applies with some success.</li> <li>Complication within story is evident. Most writing in sentences identifies a simple sentence. Identifies basic punctuation. Shows evidence of editing.</li> <li>Evidence of planning in story.</li> </ul>	<p>A</p> <p>B</p> <p>C</p> <p><b>D</b></p> <p>E</p>
Demonstrates all descriptors below and aspects of descriptor above. Identifies an aspect of setting.	Demonstrates all descriptors below and aspects of descriptor above. Ideas in plan link to orientation.	Demonstrates descriptor below and aspects of descriptor above. Complication requires further development.	

### Overall grade

This response demonstrates a limited level of achievement in interpreting a text and constructing a story based on a stimulus text. It demonstrates a sound level of achievement in planning a story. On balance, it is judged to be a D.

## 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..... Danny.....  
 .....

3. **Who is the leader?**

.....the man..... is the leader. I know this because ...they..are.....  
 ..wored..about..him.....  
 .....

4. **Why does Molly whisper?**

.....to be quite.....  
 .....

## D Sample: Response 2

5. List two things that are in the setting.

.....the giant bushes..... footsteps.....

### Using words for a purpose

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

- .....scared.....
- .....they dived.....

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 <sup>✓</sup>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 big hearts were thumping.....

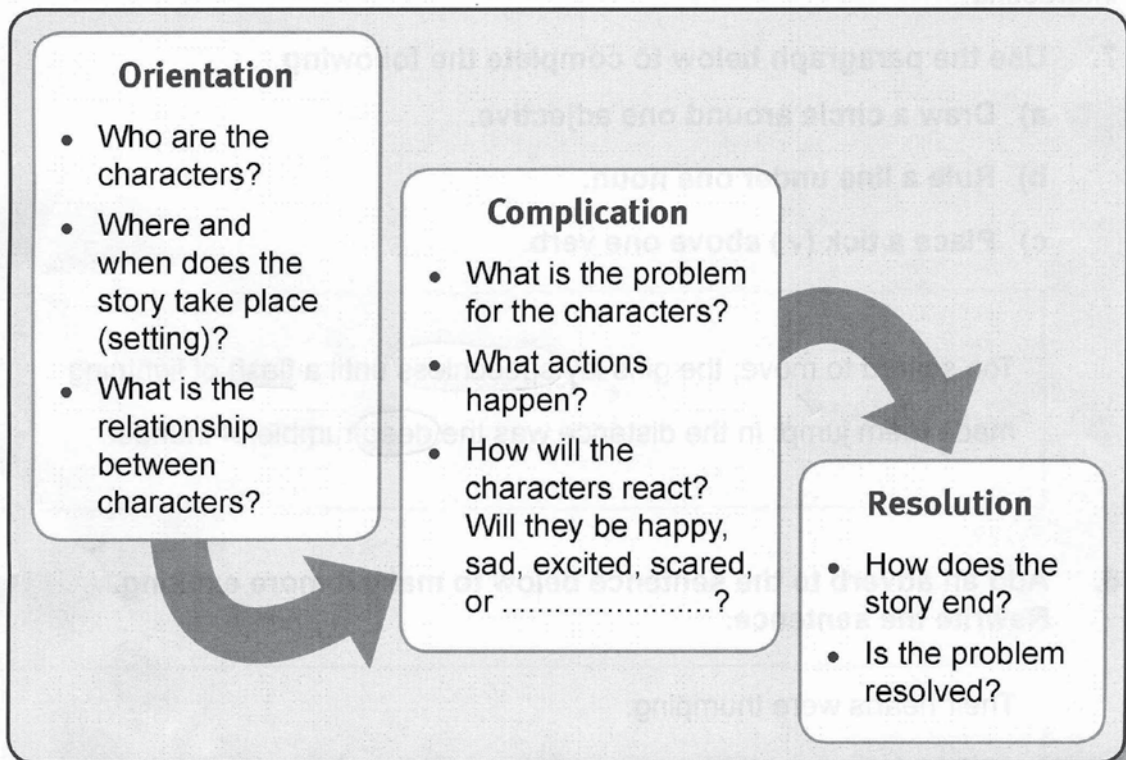
## Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to enjoy it.....  
.....  
.....

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.

## D 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? *storm*  
What happens? *hairy man looks for*  
Are there new characters? *no girls*
11. Describe the setting. Where and when is it set?  
*raining dark park near house*
12. What new words or word groups might you use in your story?
- | What do the characters ... | Words and word groups |
|----------------------------|-----------------------|
| see?                       | <i>leaves park</i>    |
| hear?                      | <i>footsteps</i>      |
| feel?                      | <i>scared</i>         |
13. How does your story end?  
*good well*

## 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.

Then came a tall, old hairy man. He had a blue hat. He was fat as a whale. Molly tolded us to go home quick. Here comes the tall, old, hairy man. He couldn't run fast so he left the city. the girls are safe. The End.

## 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 checked="" 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.

..... He had a blue hat .....

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

.....  
.....

19. What types of punctuation did you check?

..... capitals ..... spelling ..... full stops .....  
.....

### Publishing your story

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

- ..... read it .....
- ..... make it longer .....