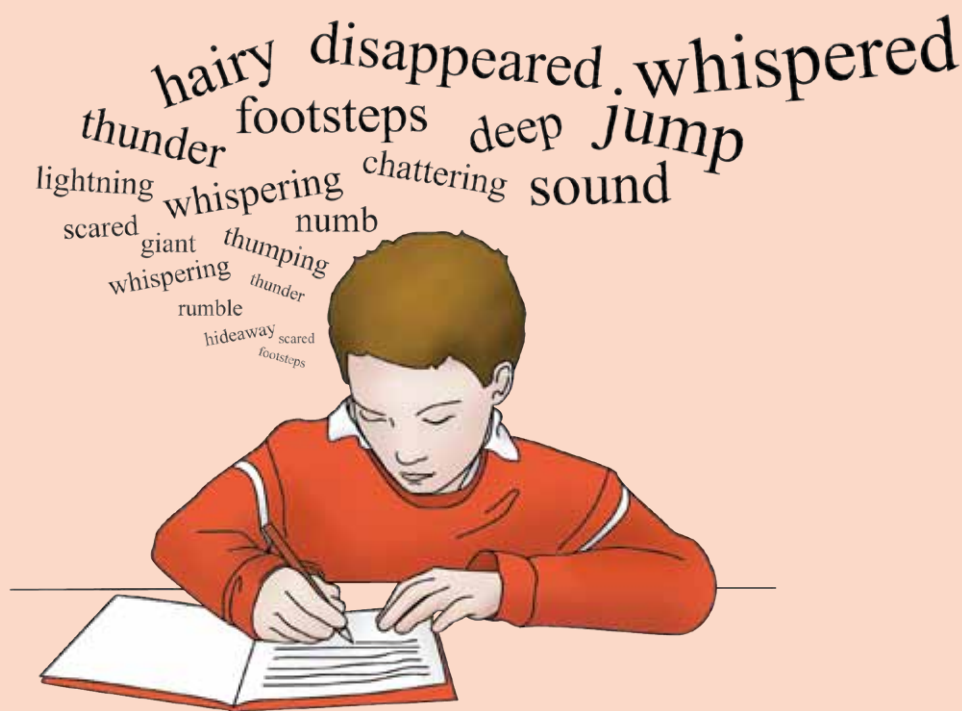




Writing stories

Sample responses



4

English

Queensland Comparable
Assessment Tasks
(QCATs) 2010

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C 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. 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 all descriptors below and aspects of descriptor above. Identifies two aspects of setting and all characters. Inferences require clarity.	Demonstrates all descriptors below and aspects of descriptor above. Publishing strategies identified hint at further processes but require clarity.	Demonstrates all descriptors below and aspects of descriptor above. The story's link to the orientation needs strengthening, and the problem in the resolution is not solved adequately.	

Overall grade

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

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..... Daisy..... Molly..... giant man.....
.....

3. Who is the leader?

Molly..... is the leader. I know this becauseshe talks.....
.....
.....

4. Why does Molly whisper?

because of giant.....
.....

C Sample: Response 1

5. List two things that are in the setting.

...banksia trees..... ...thick bushes.....

Using words for a purpose

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

- ...scared.....
- ...chattering.....

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 out of the chests.....

Planning the story complication and resolution

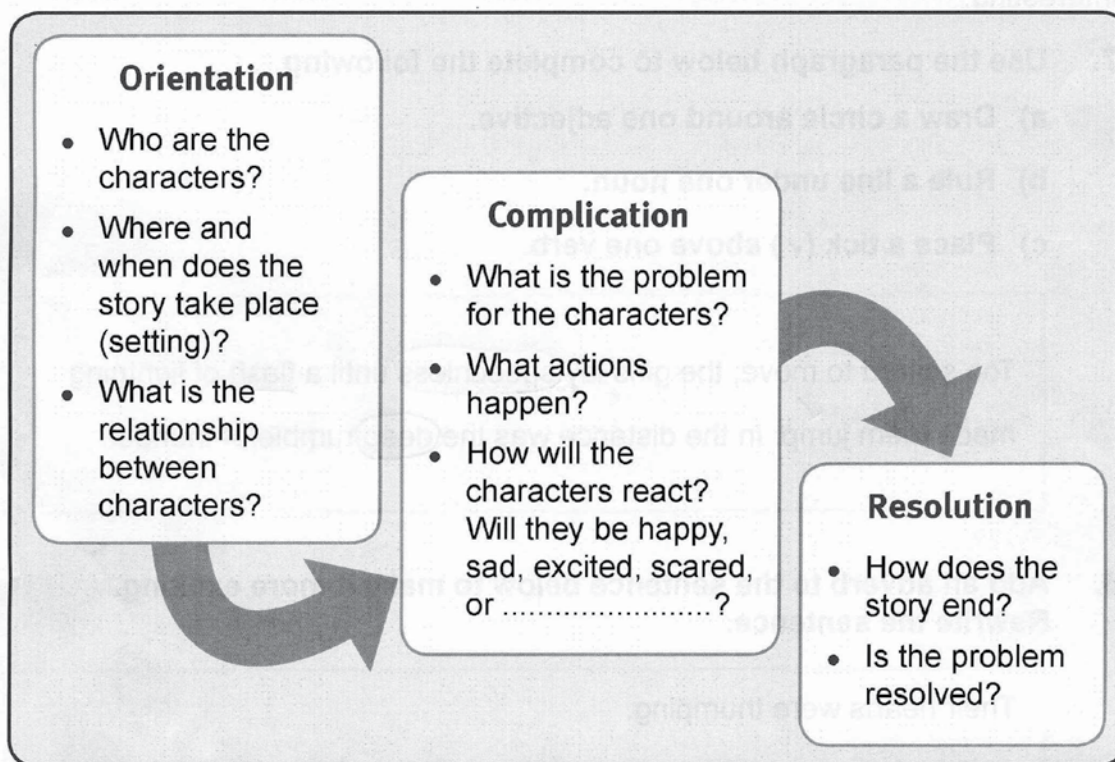
Complete this sentence.

9. The purpose of writing a story is to*tell an interesting story + enjoy*

.....
.....

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.

C 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? giant hairy ~~man~~^{rat}
What happens?
Are there new characters? 2 new characters - creature
streak of lightning hits ground

11. Describe the setting. Where and when is it set?
bush in Australia
midday

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

What do the
characters ...

Words and word groups

see? giant ~~man~~^{rat} hair

hear? giant footsteps
thunder

feel? vibrations

13. How does your story end?

Molly ~~and~~ kills giant creature
Rat

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.

Suddenly there was a voice "don't move a muscle." then molly
flinched, then there was a loud "crack!" a giant net went over a
nearby kookaburra. It struggled aimlessly around flapping its
wings like a chicken without a head "Hold still you varmin" said
the voice bang! went a gunshot. There was no more noise.
"Gotcha" said the voice again.

Gracie, Daisy and Molly turned around. They saw a disgusting
sight. A hairy pointy ^{eared} ~~ear~~ long toothed giant rat ^{was} eating the
kookaburra. After 5 minutes it stopped eating. "Excuse me for being

C Sample: Response 1

nde please allow me to introduce myself I am Moldy wart and you

three are "

" M-Molly " she said half petrified. "Daisy " said Daisy almost scared to death. "G-Gracie," she said still quivering.

"So what were you all doing so close to that Hibagon?"

"That what " said Molly. "Hibagon an ancient creature of (mith) that comes to the mortal world every ten generations " said Moldy wart.

"Here it comes" again it is looking for food. " There was the booming steps again, then the Hibagon

Boom! whent Moldiwarts gun and Molly, Gracie and Daisy all threw rocks at it. Suddenly it dropped to the ground with a thud.

They walked over to check if it was dead as they got close it (disappeared) and so did the gram Moldiwart.

They all looked at each other. "Good (ridence) " they all said.

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.

.....There was no more noise.....

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

.....hold still you varmin.....

19. What types of punctuation did you check?

.....capitals, full stops, speech marks.....

Publishing your story

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

-edit a lot more.....
-check sentences.....

C Sample: Response 2

Guide to making judgments — Year 4 English

Name

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

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		<div>A</div> <div>B</div> <div>C</div> <div>D</div> <div>E</div>

Demonstrates all descriptors below and aspects of descriptor above. One word group only describes a character's feeling. Identifies all four characters.

Demonstrates all descriptors below and aspects of descriptor above. Minimal ideas provided. Further steps in publishing are tenuous.

Demonstrates all descriptors up to and including this level.

Overall grade

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

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 Daisy Molly a giant hairy man

3. Who is the leader?

Molly is the leader. I know this because she alerted the giant

4. Why does Molly whisper?

So the giant hairy man couldn't hear her.

C Sample: Response 2

5. List two things that are in the setting.

..... *banksia trees* *thick bushes*

Using words for a purpose

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

- *to scared to move*
- *their hearts were thumping*

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 jumping as if they were jumping up and down*

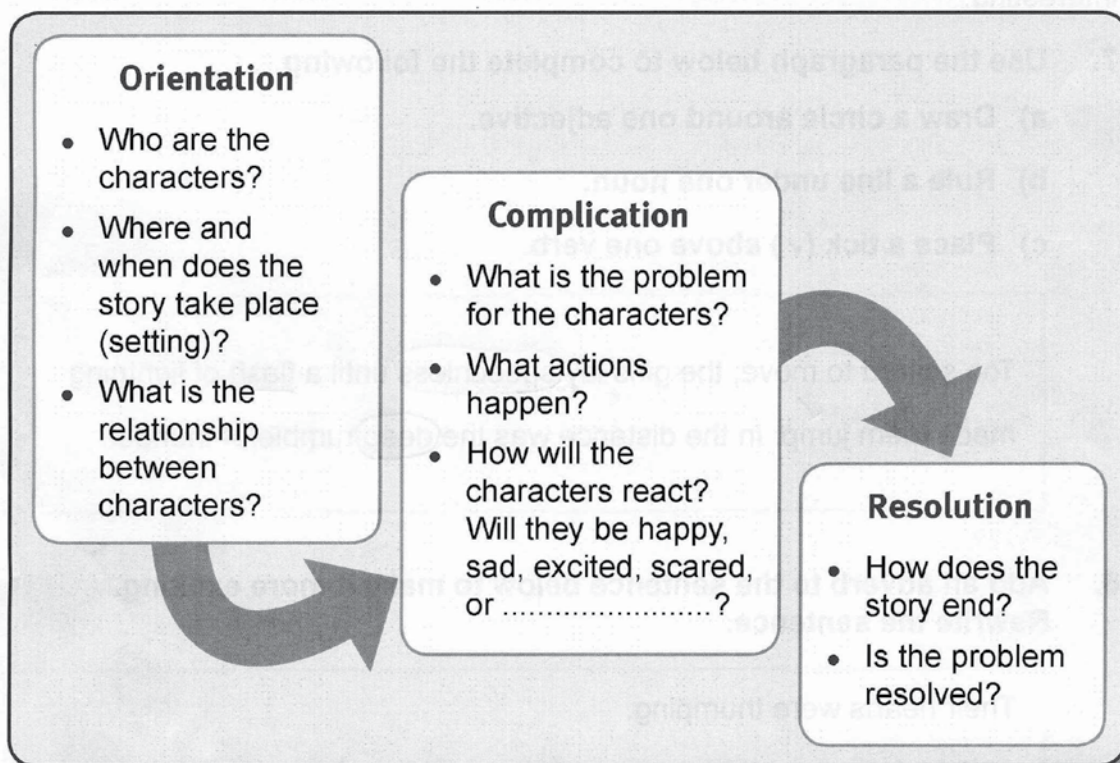
Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to *get people who don't read*
to get them to read they have to write exciting, interesting,
entertaining and adventurous

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.

C 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? *get stuck*
What happens? *lots of action*
Are there new characters? *NO*

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

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

What do the
characters ...

Words and word groups

see? *huge man*
huge pot

hear? *footsteps* *chiks*

feel? *plants*

13. How does your story end?
become friends

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 and Daisy followed the big beast every where
he stepped a bean stalk would grow it would
grow to the giant, hairy mans home. The girls
decided to climb one so they did.

Daisy got half way up and screemed to Gracie
"were geting to close to the storm."
"keep going" replied Gracie "fine then"

Soon after that we were sorounded by clouds

we realised we had climbed more than 500 feet.
 we could faintly see the giants home it was
 huge.

Suddenly we heard something climbing behind us it
 was the giant's wife "we have to hurry" cried
 Gracie "go go go" we had finally climbed to the top.

We had to hide so Gracie and I ran inside, we
 ran to the kitchen and hid behind a huge pot
 with carrot boiling inside we heard the giants
 walk in we were scared more than that
 PETRIFIED.

"I can smell something" groaned the Giants wife.
 Me too.

"Quick we need to run" "wait" said Gracie
 "Remember the other time we had people come to our
 home we killed them do we really want to do

C Sample: Response 2

that again." "I spare not," the giant said.

Gracie and Daisy stepped out of behind the pot and said, "hi, we come in peace." "Us too," the giants replied.

"Would you like to be friends?" moaned Mandy, the wife of the giant. "Sure," Daisy replied.

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.

We had to hide.

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

We had to hide so Gracie and I went inside.

19. What types of punctuation did you check?

I checked for correct spelling, commas, speech marks, capital letters and full stops.

Publishing your story

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

- *title page*
- *pictures*