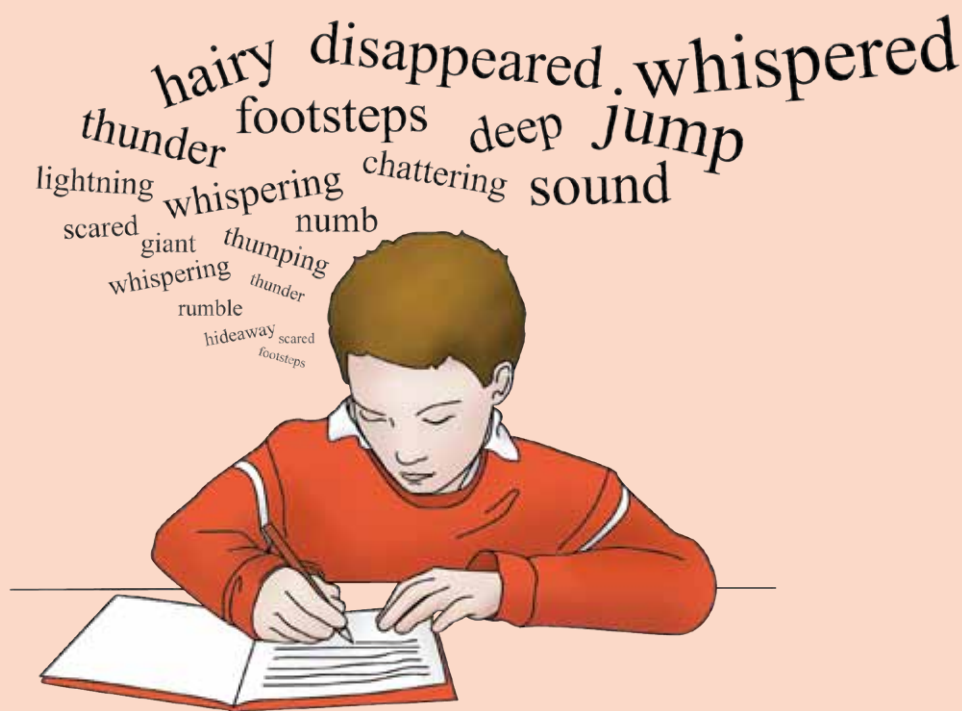




Writing stories

Sample responses



4

English

Queensland Comparable
Assessment Tasks
(QCATs) 2010

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A 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>Demonstrates all descriptors below and aspects of descriptor above.</p> <p>One word group only describes feelings.</p>	<p>Demonstrates all descriptors up to and inclusive of this level.</p>	<p>Demonstrates all descriptors below and aspects of descriptor above.</p> <p>Tries to demonstrate insight within the resolution by referring to the unexplained footprint.</p>

Overall grade

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

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?

Molly, giant hairy man, Daisy, Gracie

3. Who is the leader?

Molly is the leader. I know this because she is the only one who spoke and she told girls what to do.

4. Why does Molly whisper?

Molly whispered because she didn't want some one or something to hear.

A Sample: Response 1

5. List two things that are in the setting.

..... bushes lightning

Using words for a purpose

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

- Numb with fear
- lay speechless

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 heavily

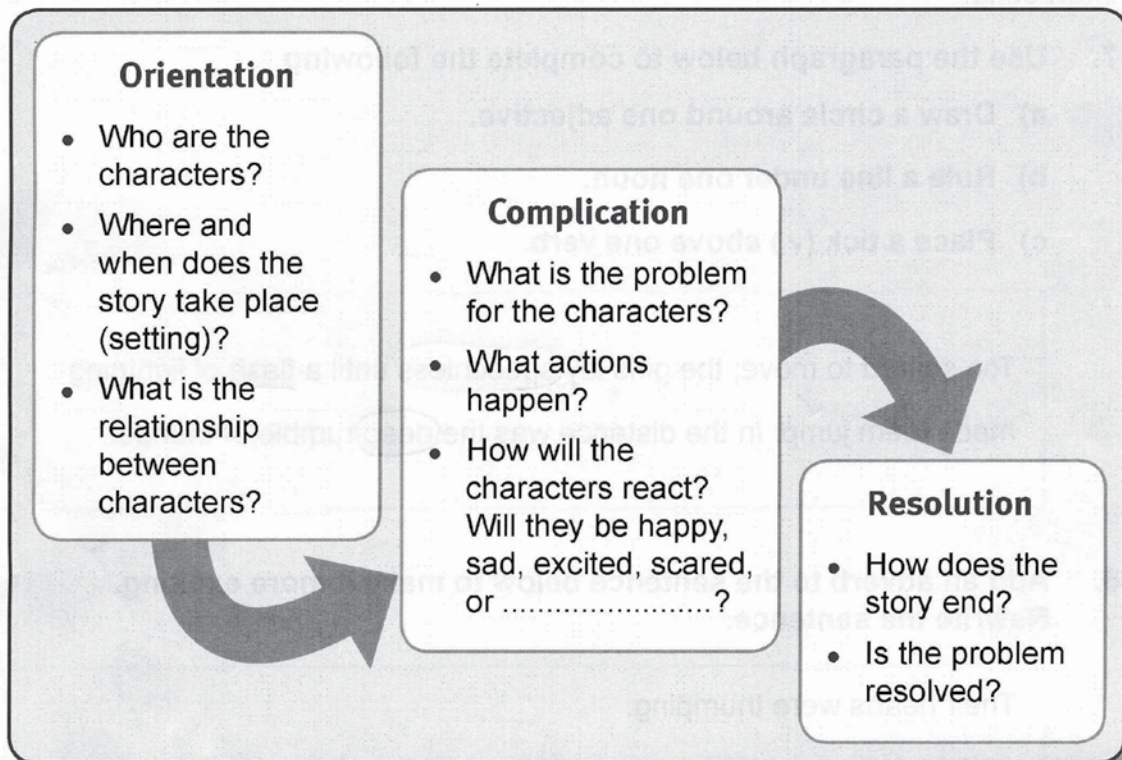
Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to interest people that
read the book or story. It should excite and
entertain.

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.

A 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?

- gets chased by big hairy man and werewolf
- turns out big hairy man is actually a friend and the werewolf is just a pug
- Molly, Daisy, Gracie get lost in forest
- Big hairy man stepped on a sharp stone and make scary screams

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

- bushes, forest, Molly's house
- afternoon to night
- clearing

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

What do the characters ...

Words and word groups

see? dense forest
a massive footprint

hear? a howling noise storm
door slamming

feel? painful
raindrops

13. How does your story end?

My story ends by big hairy man knocking on door and when the door gets open it turns out big hairy man is just Bob But there is still footprint

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 girls jumped out of the bush and raced into the forest. It was ^{nearly} right before the girls decided to get out of the dense forest and run home. While the girls were trying to find their way out of the forest they ^{heard} ~~hard~~ a nearby roar.

Although it was almost dark they ran quickly, trying not to smack into trees and trip over fallen branches. Molly decided it was to painful to keep running so she demanded Daisy and Gracie to stop. When they

A Sample: Response 1

stopped. Molly said, "Instead of running let's try to
carefully
^ find our way out."

As they were walking Daisy stumbled into a massive
footprint. The girls wondered. What had made that
footprint? They felt strange.

They made it out of the forest and walked across
the clearing. It began to rain heavily.

"My house is just on the other side," Molly said. Then
suddenly Daisy heard a howling. She spun round and
noticed what looked like a large man that was
roaring and next to him a ^{small} werewolf!!

The girls sprinted to Molly's house as fast as they
could. When they got there opened the ^{front} door and
slammed it behind them. They were dripping wet.

Three minutes later there was a hard knocking,

A Sample: Response 1

Molly opened the door and she saw her ^{soaked} ~~sweating~~ dad and her pet pug. Her dad said, "Can you get this sharp stone out of my foot. It's making me scream."

Later on after Daisy and Grovie had gone home Dad told Molly that her pug had been howling. The storm had frightened her.

Molly still knew none of that explained the massive footprint she saw.

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.

What had made that footprint?

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

The girls jumped out of the bush and raced into the forest.

19. What types of punctuation did you check?

capitals, full stops, speech and paragraphs
spelling, commas

Publishing your story

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

- read a few times and to friend
- checks punctuation, spelling

A 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
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A

B

C

D

E

Demonstrates all descriptors up to and inclusive of this level.

Demonstrates all descriptors up to and inclusive of this level. Example of new word group is “weird sounds”.

Demonstrates all descriptors below and aspects of descriptor above.

Tries to demonstrate insightfulness within the resolution through reference to Molly being the perceived leader of the group, but still being scared.

Overall grade

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

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?

Molly Daisy Gracie
giant hairy man

3. Who is the leader?

Molly is the leader. I know this because Molly
ordered Gracie and Daisy to stand still

4. Why does Molly whisper?

She didn't want the stranger to hear.

A Sample: Response 2

5. List two things that are in the setting.

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

Using words for a purpose

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

-too scared to move.....
-numb with fear.....

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 x loudly.....

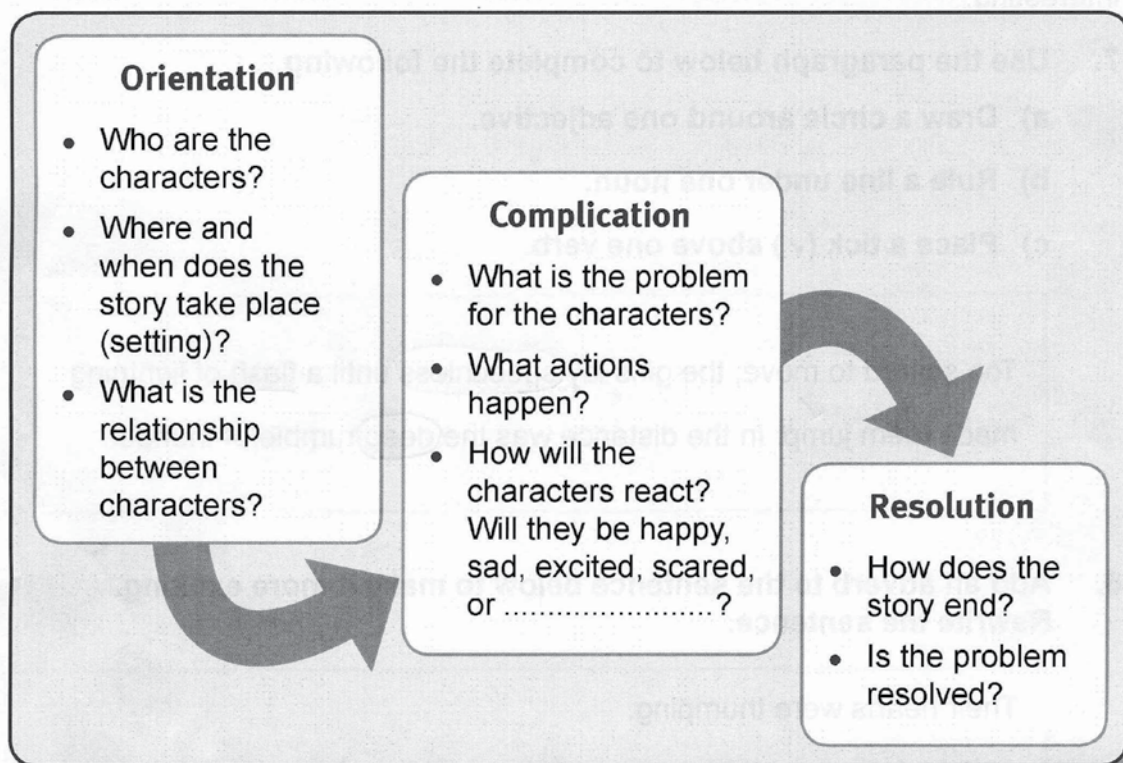
Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to entertain people
and hook them into stories.

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.

A 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? *hairy man backtracks*
What happens? *separated*
Are there new characters? *mum*

*hairy man is coming towards them
try to fight, doesn't work*

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

*afternoon
on a footpath, side of path
trees, bush, cave*

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

What do the
characters ...

Words and word groups

*see? hairy man outline
each other*

*hear? footsteps weird sounds
mum being worried*

*feel? scared
happy sad*

13. How does your story end?

*girls beat up man, he takes Molly
she escapes, comes 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.

They were scared and didn't ~~se~~^{know} what to do. Should they try to ^{go} get home and go the way the giant hairy man went or go the other way and probably never see home again. They chose to go the way the hairy man went. It was hard to see each other in the pouring rain and they got parted.

[While she searched for her friends, Gracie kept thinking the hairy man was backtracking. She kept hearing weird sounds in the bush. Suddenly she thought she saw the outlines of Molly and Daisy.

A Sample: Response 2

She yelled, "Stay there. I'm coming."

[The outlines did as they were told but as they got close enough to touch, one of them grabbed Gracie around the neck and squeezed tight. Then a ^{rough} voice said, "Don't make a sound or we'll kill you." ~~It~~ ~~said~~ Gracie felt a cold blade against her neck.

She was marched off through the rain by the man. They eventually reached a cave and Gracie ~~retised~~ realized that the big hairy man had been two men. She knew this by the hairy ^{suits} ~~suits~~, lying in ^{a pile} the corner. Suddenly she had a brain wave. If she stamped on the man's foot he hopefully would loosen his grip on her. ~~A~~ All she needed was a second. It didn't take long for her to put her plan into action. She crushed his foot against the floor with the heel of her boot. The man dubled over in pain. The second man ran to help the first. Just as she had planned. In a flash she was ~~off~~ ~~and~~ pelting up the path.

A Sample: Response 2

It seemed to take a long time before she could ^{spy} see her house. She sprinted up the driveway and burst through the front door. She ran up the hall coming out to her mum. To her surprise, there in the kitchen was her mother and ^{her} two friends, Molly and Daisy. Mum was drying their hair with a towel. It was so good to be home safe again.

Mum had already rung the police. They came and searched the bush and found the men.

Gracie realised now, that Molly got scared sometimes ~~to~~ too.

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 |
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| • 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.

Gracie felt a cold blade against her neck.

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

It was hard to see each other in the pouring rain
and they got parted.

19. What types of punctuation did you check?

speech marks, full stops, capital letters, commas.

Publishing your story

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

- edit the story more
- type the story