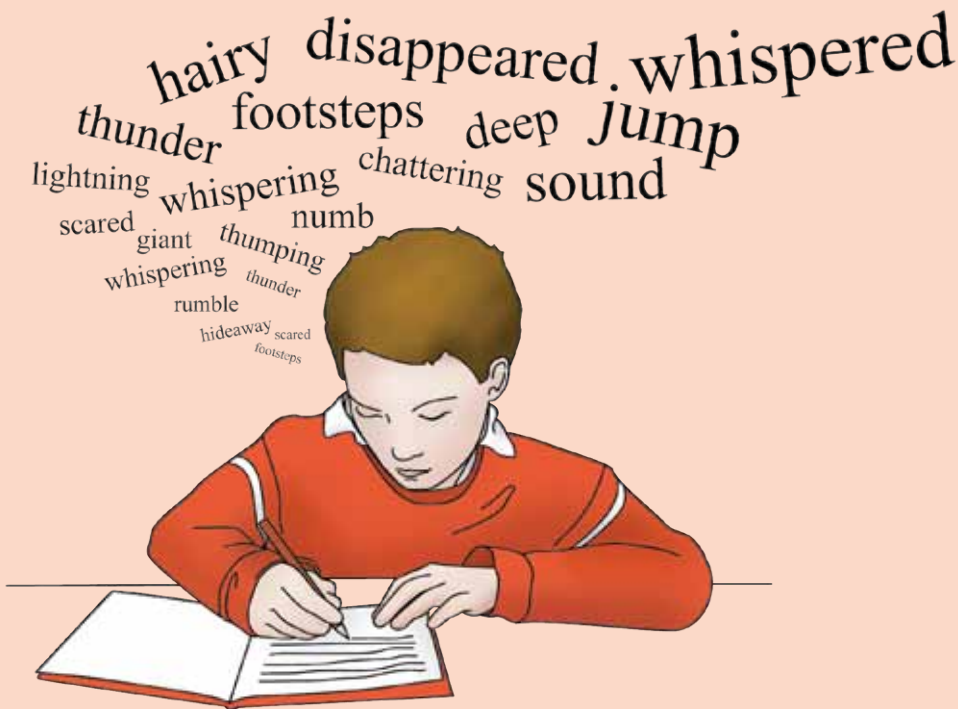


B

# Writing stories

Sample responses



4

English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2010

## Contact information

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## B 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>B</b></p> <p>C</p> <p>D</p> <p>E</p>
Demonstrates all descriptors below and aspects of descriptor above. Both inferences correct but adverb inappropriate and only one word group describes feelings.	Demonstrates all descriptors up to and inclusive of this level.	Demonstrates all descriptors below and aspects of descriptor above. Story shows some evidence of crafted language and structure towards resolution.	

### Overall grade

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

## 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, hairy man .....

3. **Who is the leader?**

..... Molly ..... is the leader. I know this because ..... it says .....  
..... Molly ordered the girls to stand still .....  
.....

4. **Why does Molly whisper?**

..... because she didn't want the giant hairy .....  
..... Man to hear them. ....

## B Sample: Response 1

5. List two things that are in the setting.

...banksia trees..... lightning.....

### Using words for a purpose

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

- Too scared to move the girls lay speechless.....
- 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 <sup>✓</sup>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 frighteningly.....

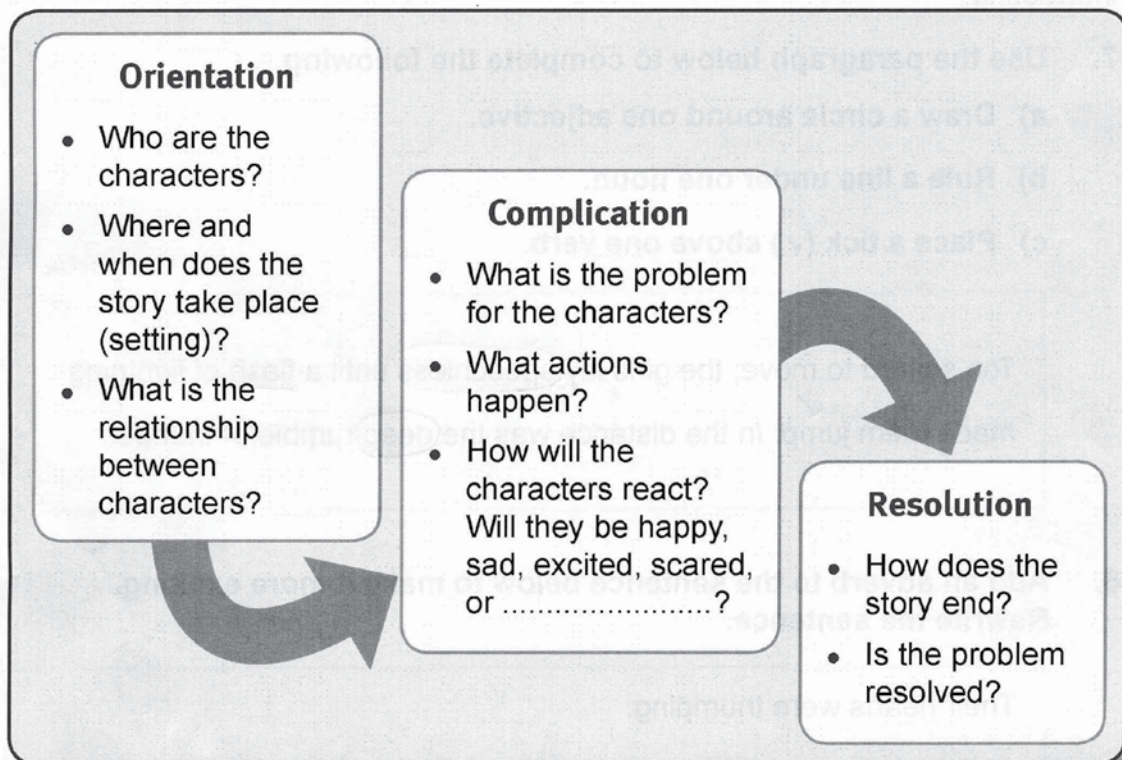
## Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to tell you about  
things to make people laugh and be happy may be  
even sad.

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.

## B 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? They get stuck in the  
What happens? run to an old ladies  
Are there new characters? house.  
The lady tells them to  
come out of the rain  
The lady is evil but  
their parents save them  
Old evil ugly lady, Gracies and Daisy's parents.

11. Describe the setting. Where and when is it set?  
the old lady's house is nice but evil  
at night

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

What do the  
characters ...

Words and word groups

see? an old house and an old lady

hear? the storm

feel? the rusty old railings

13. How does your story end?

by their mum and dad saving them

## 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.

It started to spit. They felt water dripping down their soft (boddies). Molly ran home but Daisy and Gracie ran trying to find shelter. The spitting grew harder and they had to find shelter.

Quickly they ran to an old spooky house. Daisy would never forget the old rusty (raylings) they both felt as they were walking up those (croked) stairs.

They knocked on the door. An old lady



opened the door, it was creepy but anyway.  
"Oh you poor things out there in the rain,  
come right in," the old lady said in an old  
lady voice. Her house was green and red  
but her kitchen was pink WIRED!!! She gave  
us some hazelnut biscuits. Daisy is allergic,  
she ate one she started to itch. "I'm allergic,"  
screamed Daisy. "I know," said the old  
lady. "how did you know?" said Gracie.

Just then she trapped them in a room with  
blood dripping from the walls. "HELP" then  
bang, crash.

"Mum, Dad you saved us."

"We know," replied Daisy's Mum and Dad.

Just minutes later the lady came up.

Daisy's Mum knocked her out and her Dad  
throw her out of the window. "Yeah  
thanks Mum and Dad," said the girls.

## B Sample: Response 1

"How did you do that?" said the  
girls again.  
But thats another story.

## 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.

.....It started to spit.....

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

.....Molly ran home but Daisy and Cracie  
ran trying to find shelter.....

19. What types of punctuation did you check?

.....exclamation (!) marks, "speech marks", comers (,).....  
.....capital leters, full stops (.) question marks (?).....

### Publishing your story

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

- .....proofreading and editing.....
- .....read it over and over again.....

## B 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>B</b></p> <p>C</p> <p>D</p> <p>E</p>
<p>Demonstrates all descriptors below and aspects of descriptor above.</p> <p>Explains one inference correctly. Both aspects of setting, and sequence are correct.</p>	<p>Demonstrates all descriptors below and aspects of descriptor above.</p> <p>One publishing process is clearly stated.</p>	<p>Demonstrates all descriptors below and aspects of descriptor above.</p> <p>Adverbials of time, e.g. at that moment, that night; used purposefully.</p>	

### Overall grade

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

## 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 Daisy Molly

3. **Who is the leader?**

Molly is the leader. I know this because Molly alerted them from the big hairy man

4. **Why does Molly whisper?**

she whispered because she didn't want the hairy man to hear her

## B Sample: Response 2

5. List two things that are in the setting.

banksia trees ..... the 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 .....  
• 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 pounding fast. ....

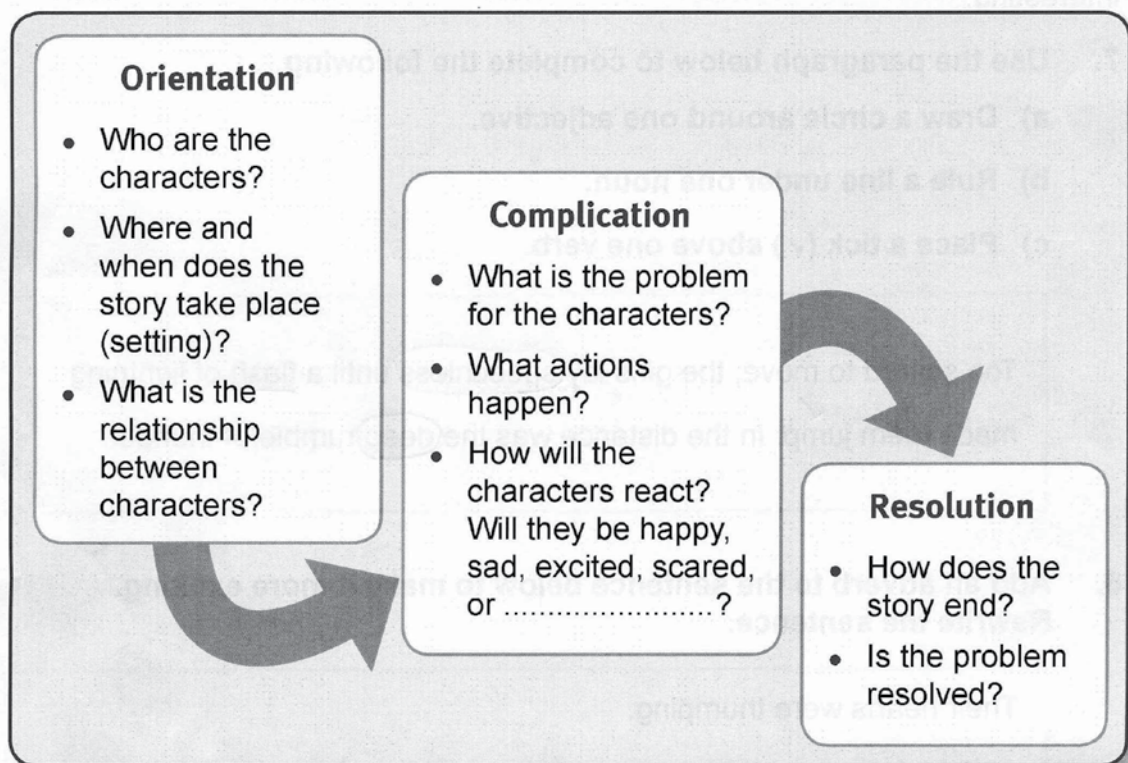
## Planning the story complication and resolution

Complete this sentence.

9. The purpose of writing a story is to *make it interesting*  
*and funny*

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.

## B 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?

What happens?

Are there new characters?

they wonder about hairy man, they try to catch him.  
there is a gorilla in the house at night  
the gorilla, Grace's dad.

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

middle of the day

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

What do the  
characters ...

Words and word groups

see?

big hairy man and thunder

hear?

loud thunder and footsteps  
bang

feel?

numb scared frightened.

13. How does your story end?

Gorilla is caught



## 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 looked over at Gracie and Daisy and then whispered to them. "Do you think he will come back," but there was no <sup>reply</sup> replies. Gracie and Daisy were still frozen from when they saw the man. Once Molly got <sup>them</sup> Gracie and Daisy to unfreeze they hopped out of the bushes. Then they saw the top of the big hairy man's head and they tried to catch up with him <sup>to see who he was</sup> but when they got up to where he was he vanished in thin ~~hair~~. After that they all went back home wondering <sup>who</sup> ~~what~~ the hairy man was.

Daisy said "Do you think it was a monkey?" but Grace disagreed with her. Gracie said <sup>"it"</sup> ~~that~~ was a man wearing his Halloween costum and he forgot to take it off."

That night when Molly went to bed she heard a big BANG!

[Molly screamed. Molly quickly slipped on her slippers and went down stairs. At that moment Molly was beond frozen, she almost died because it was a gorilla. Molly ran her fastest back up the stairs and locked her door. She got out her emergency phone and called her mum and dad, her dad answered the phone, "Hello"

"Daddy please come back from the party,"

"Why ~~was~~ what happened," replied the dad.

"THERE IS A GORILLA IN THE HOUSE."

## B Sample: Response 2

Dad rushed into his car with the mum and drove  
back home the dad grabbed his gun out of the  
boot he walked into the house and he shot  
the gorilla in the arm and the gorilla  
fell totally down on the ground and  
that was the end of the <sup>it</sup> gorilla.

## 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 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.

Molly screamed

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

Molly looked over at Grace and Daisy and then  
whispered to them

19. What types of punctuation did you check?

Capital letters, full stops, commas, exclamation  
marks, question marks

### Publishing your story

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

- check it
- makes sense
- ask for help