

Analysing characters

Teacher guidelines



9

English

Queensland Comparable
Assessment Tasks (QCATs)
2010

Contact information

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The 2010 QCATs

What are QCATs?

Queensland Comparable Assessment Tasks (QCATs) are designed to provide evidence of what students know, understand and can do in relation to a selection of **Essential Learnings** for English, mathematics and science in Years 4, 6 and 9, and to the **Standards**.

QCATs are authentic, performance-based assessments that:

- engage students in solving meaningful problems
- emphasise critical thinking and reasoning
- provide teachers, students and parents/carers with information about student progress and a focus for future teaching and learning.

Consistency of teacher judgments

QCATs support teachers in making consistent judgments about the quality of student work. Improved consistency of teacher judgments is achieved when teachers:

- engage in professional conversations about the quality of evidence in student responses
- reach consensus about the quality of student work
- adopt a consistent approach when using the **Guide to making judgments** (page 24).

Information gathered may be used by teachers to promote, assist and improve key learning area programs and help students achieve the highest standards they can.

Additional resources **QCATs Information Statement**

www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Essential Learnings and **Standards**

www.qsa.qld.edu.au > Prep–Year 9 > Essential Learnings & Standards (Years 1–9)

Important dates

| | |
|---|--|
| Friday 25 June | QCATs packages have arrived in schools |
| Tuesday 13 July ↓ Friday 17 September | Schools: <ul style="list-style-type: none">• administer QCATs at any time during the school weeks of this period• grade QCATs• select five student samples that are representative of grades awarded |
| Monday 4 October | Schools are notified if selected to submit student samples for QSA's random sampling process |
| Monday 1 November | Final day for schools to submit student data to QSA |
| Friday 10 December* | Schools must retain all Student booklets until the end of the school year |

*This date may vary from school to school

Getting ready

Student preparation

Students should have the opportunity to do their best work. For this to occur, student preparation should include:

- opportunities to engage with the **Selected Essential Learnings** (page 17) well in advance of participating in QCATs. If students have not engaged with the **Selected Essential Learnings** recently, review and consolidation may be necessary. Preparation activities should not involve rehearsal of the actual or a similar assessment
- experience with the types of questions used within the QCAT.

The quality of information provided by the QCATs will depend on the level of interaction teachers have with their students before, during and after implementation.

Additional resources **Centrally-devised design brief**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Catering for diversity — special provisions

All students should have the opportunity to participate in school-based assessment. Schools are responsible for determining which students require special provisions.

The QCATs are designed to be part of a classroom assessment program, and principles of participation and equity apply. The QSA offers this general advice:

- Students who have been identified as having specific educational requirements may be assisted using those adjustments and supports usually available in the classroom. To make participation possible in all or part of the assessment task, such help may be in the form of inclusive learning technologies, reading support or the use of support personnel.
- Students for whom English is not their first language, and who are assessed as not achieving a reading level appropriate to complete the task, may be assisted by an interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to allow participation in all or part of the task.
- In exceptional circumstances, where a student's learning difficulties have precluded them from engaging with the **Selected Essential Learnings**, the principal (in consultation with specialist and support staff and parents/carers) may make a decision about the participation of that student in the task. Some students may be given an opportunity to complete some aspects of the assessment.

Additional resources **Inclusive strategies for implementing QCATs**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)
Equity
www.qsa.qld.edu.au > P–12 approach > Equity

Teacher preparation

Check contents of QCAT packages as soon as they arrive at your school

- Check that you have the appropriate number of **Student booklets** and **Stimulus sheets** (one per student) and **Teacher guidelines** (one per implementing teacher).
- Check for any defective **Student booklets** and **Stimulus sheets**.
- Contact the QSA if any additional copies are required.

Familiarise yourself with the assessment

- Read all the documents provided.
- Review the **Selected Essential Learnings** (page 17).
- Complete a **Student booklet** yourself, and then refer to the **Model response** (page 19) so that you understand what students are required to do.
- Download and view **Sample responses** from the **QSA Assessment Bank** (see Additional resources below).

Plan implementation

- Discuss the assessment with your colleagues, and plan any teaching or revision that may be required.
- Set the times and dates for the implementation:
 - teachers have flexibility to implement the QCATs at any time during the designated period
 - the QCATs may be completed in one, two or more sessions over one or more days
 - implementation times may differ for verified students, students with specific educational requirements or students who have English as a second language.
- Plan:
 - any support required to enable students to do their best work (e.g. teacher aides or other support personnel)
 - any materials or equipment needed to implement the assessment.
- Decide:
 - how you will implement this task for all classes at this year level
 - the processes you will use to achieve consistency of teacher judgment
 - how you will select student samples for the QSA's random sampling process
 - when, how and who will submit your school's data.

Additional resources **Sample responses**

QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Using Queensland Comparable Assessment Tasks (QCATs) to support learning
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Implementation

Working with the Student booklet

Use the **Annotated Student booklet** (page 8) to set the conditions that ensure all students have the opportunity to do their best work.

Students should be encouraged to interact with teachers to seek clarification when required, and with other students if appropriate to the task.

Suggested implementation timeline

Preparation

| | |
|-------------------------------------|------------|
| Setting the scene: Group discussion | 30 minutes |
|-------------------------------------|------------|

The assessment task

| | |
|---------------------|------------|
| Reading for meaning | 30 minutes |
| Interpreting texts | 20 minutes |
| Constructing text | 40 minutes |



Suggested time: 30 minutes

Read with the class
Setting the scene:
Group discussion.

Setting the scene: Group discussion

Characters are an important element of a good story. Stories that are character-driven often help us explore important themes and issues from different points of view.

"Point of view" is what each character sees, hears, feels and experiences during a scene in a story.

Discuss the context of the assessment to ensure understanding, in particular:

- the use of the point of view of characters to explore themes in a story
- how active and passive voice can change the focus in a text
- the use of figurative language such as metaphors, similes, onomatopoeia, and alliteration to create tone, mood and atmosphere.



When a writer skilfully presents the thoughts and feelings of a main character, the reader is able to empathise with them.

Themes or messages can be explored through the actions, speech, thoughts and feelings of characters in a story.



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Stimulus material source (p.7): Norrington, Leonie 2002, *The Barrumbi Kids*, Omnibus Books, Norwood, South Australia.

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The writer's language choices can help take readers inside a character's mind to understand their motivations and beliefs, or to build empathy for a character.

Figurative language such as metaphors, similes, personification, alliteration and onomatopoeia can help evoke images in the reader's mind.

Using active voice also helps to keep the reader engaged with the characters.



Read the **Stimulus sheet** aloud to students and allow time for students to reflect on the characters of Miss Wilson and Dale.

- Discuss some of the memorable characters in novels you have read or studied in class.
- How did the writer help you connect with the characters?

In this assessment, you will:

- make inferences about characters and setting in a text stimulus
- interpret how a writer can position a reader to view characters in a particular way
- construct a text to develop a character's point of view.

Listening

Listen while your teacher reads a passage from *The Barrumbi Kids* by Leonie Norrington.

- Reflect on how the language is used to introduce us to the character of Miss Wilson, a classroom teacher.
- Can you picture what she looks like and how she feels about the students that she teaches?
- Can you picture what Dale looks like and how he feels about school?



Chalk: alberta photo: "Hawke elementary school 五和小学" -> www.flickr.com/photos/jan/3887024352/ Creative Commons Attribution 2.0 Generic licensed photo <http://creativecommons.org/licenses/by/2.0> accessed 13 Apr 2010.



Stop here: Wait for your teacher's directions.

Discuss the expectations of this task. Work through the **Guide to making judgments** (page 24) with students to highlight the assessable elements for this QCAT. Explain, in student-friendly terms, the task-specific assessable elements. These identify what is being valued in the student responses.

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Suggested time: 30 minutes

Allow time for students to read the **Stimulus sheet**, providing assistance where necessary.

Ask students to read Questions 1–6. Check for student understanding.

Allow time for students to complete the questions, reminding them to:

- reread the text carefully before responding to the questions
- highlight words and phrases in the text that might be useful in their responses
- provide examples and evidence from the **Stimulus sheet** when required.

Reading for meaning

1. List evidence from the text that shows this story is set in the Australian bush.

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2. Identify a metaphor and a simile from the text that help to create tone, mood or atmosphere.

Simile:

Metaphor:

3. Describe Miss Wilson, using evidence from the text.

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-

4. Paragraph 2 states that Miss Wilson “believes what she does is good”. Give two other examples from the text that explain why she believes she is a good teacher.

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-

5. How do Miss Wilson and Dale view each other? Explain your answer.

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-
-

6. This sentence from the text uses active voice. Rewrite the sentence using passive voice to change the subject and focus of the sentence.

Miss Wilson guards the playground during smoko and lunchtime, watching to make sure no one escapes.

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-

Questions 1–6 gather evidence of a student’s use of comprehension strategies to make inferences about characters and setting. Students demonstrate this understanding by selecting evidence from the text to draw conclusions about the characters and setting, and by using passive voice to change the focus and subject in a sentence.



Suggested time: 20 minutes

Allow time for students to read Questions 7–9.
Check for student understanding.

Interpreting texts

7. Who does the text favour: Dale or Miss Wilson?
Justify your answer using evidence from the text.

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8. Identify a theme or message explored in the text. Explain how this theme is explored through the characters.

Theme/message:

Explanation:

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9. Explain how the writer makes deliberate language choices to develop the relationship between the reader and Dale. Consider subject matter, vocabulary, grammar and punctuation. Use examples from the text to support your explanation.

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Allow time for students to complete the questions, reminding them to:

- reread the text carefully before responding to the questions
- justify explanations using examples and/or evidence from the **Stimulus sheet**.

Questions 7–9 gather evidence of a student's interpretation of how an audience is positioned to view characters and ideas in particular ways. Students demonstrate this by identifying which character is presented the most favourably in the text, explaining how a theme is explored through the characters and justifying the language choices and textual features used in the text to develop the relationship with the audience.

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Suggested time: 40 minutes

Allow time for students to read pages 6–7. Check for understanding.

Ensure that students understand that the purpose of the text they will construct is to develop Dale's point of view. They are not required to finish the story.

Before they begin writing, remind students they need to maintain the textual features of:

- third person narrative
- an active voice.

Students may need to look back at the **Stimulus sheet** to identify these features before they start writing.

Remind students to:

- make language choices that evoke images of how Dale is feeling about his relationships with Miss Wilson and others
- plan their ideas before constructing their text
- allow sufficient time to edit and proofread their writing.

Constructing text

Developing a character's point of view

10. Continue the story from Dale's point of view to explore how he feels about Miss Wilson and his experiences at school.



Write about 250 to 300 words.

You need to use:

- figurative language to create tone and evoke images
- adjectives and adverbs to express Dale's attitudes and emotions.

You need to maintain:

- third-person narrative
- an active voice.

Use this space to plan your ideas.

Question 10 gathers evidence of a student's construction of a text to develop a character's point of view. Students demonstrate this by manipulating language elements and textual features to evoke images and develop ideas about Dale and his relationships with others.

This passage from the text may help get you started:

Dale's head is aching with frustration ... He just wants to get out of the classroom. He lifts his face and the smell of the Dry season is very clear in his nostrils. *Gotta go, but how?* He pretends to listen and take notes about the discussion while he thinks about how to get out of the school yard without being seen. What excuse can he make for being gone for the rest of the day? He'll have to get Lizzie's help with that! His eyes are slitted and his forehead wrinkles with concentration. He watches everyone as they talk and pretends to write down their ideas.

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Making judgments

Use the **Guide to making judgments (GTMJ)** on page 24 to grade student responses.

The **Model response** (page 19) and **Sample responses** are provided for reference purposes only. They each demonstrate possible responses and should be used to support the GTMJ.

Making judgments is not about determining whether one student's work is better than that of another. Rather, you should make standards-based judgments by matching evidence in student responses to descriptors in the GTMJ.

Read and consider all of the evidence in the student's responses before making and recording a judgment about the quality of the performance for each assessable element.

Additional resources **Sample responses**
QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Using the GTMJ

This QCAT uses a continua-style GTMJ, where descriptors are placed along a continuum within each column. The diagrams below show the different parts of the GTMJ continua model, and how to use the GTMJ when grading student responses.

Record a nil award of "N" only when there is insufficient evidence to make a judgment for an overall grade.

In the following diagrams:

- **Diagram 1: Understanding the GTMJ** points out the different parts of the GTMJ
- **Diagram 2: Using the GTMJ — the judgment process** gives steps to follow when grading student responses.

Diagram 1: Understanding the GTMJ

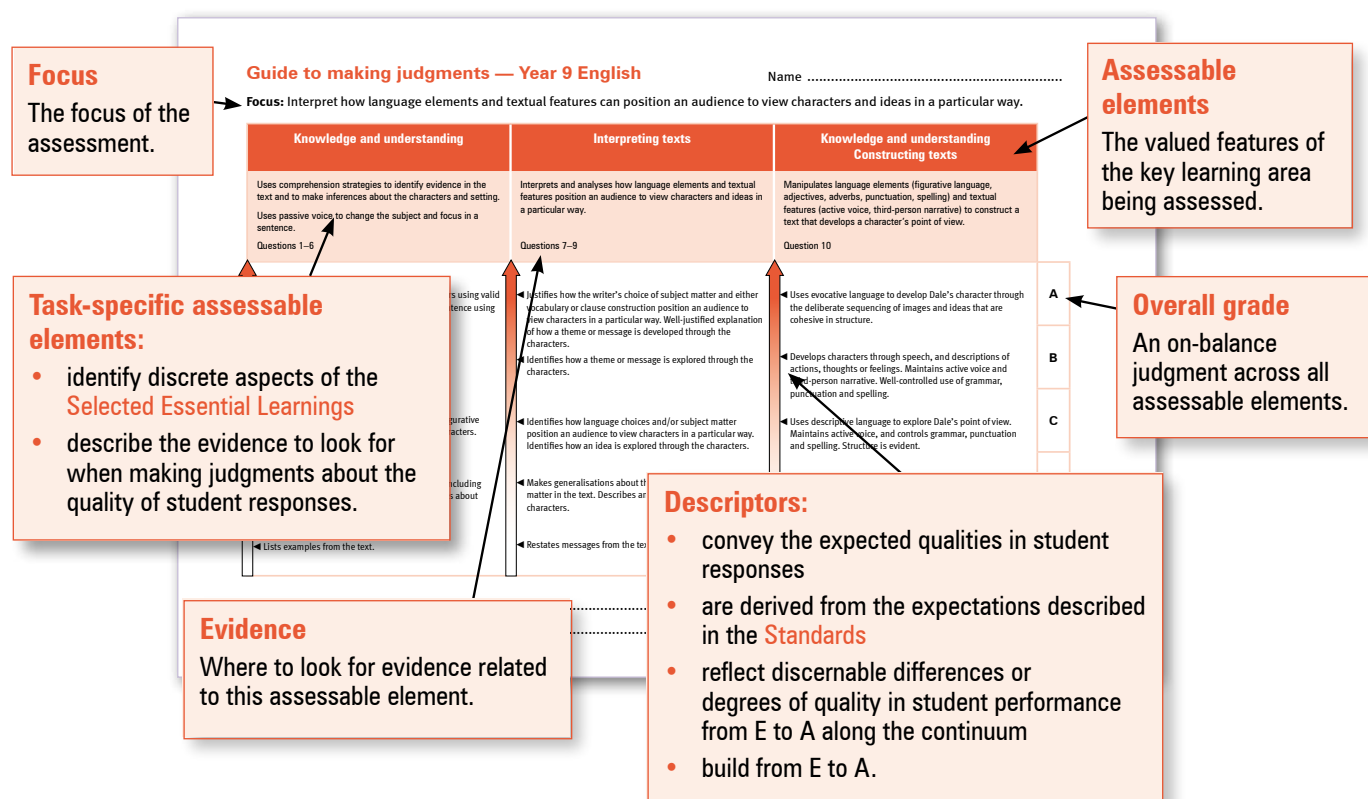
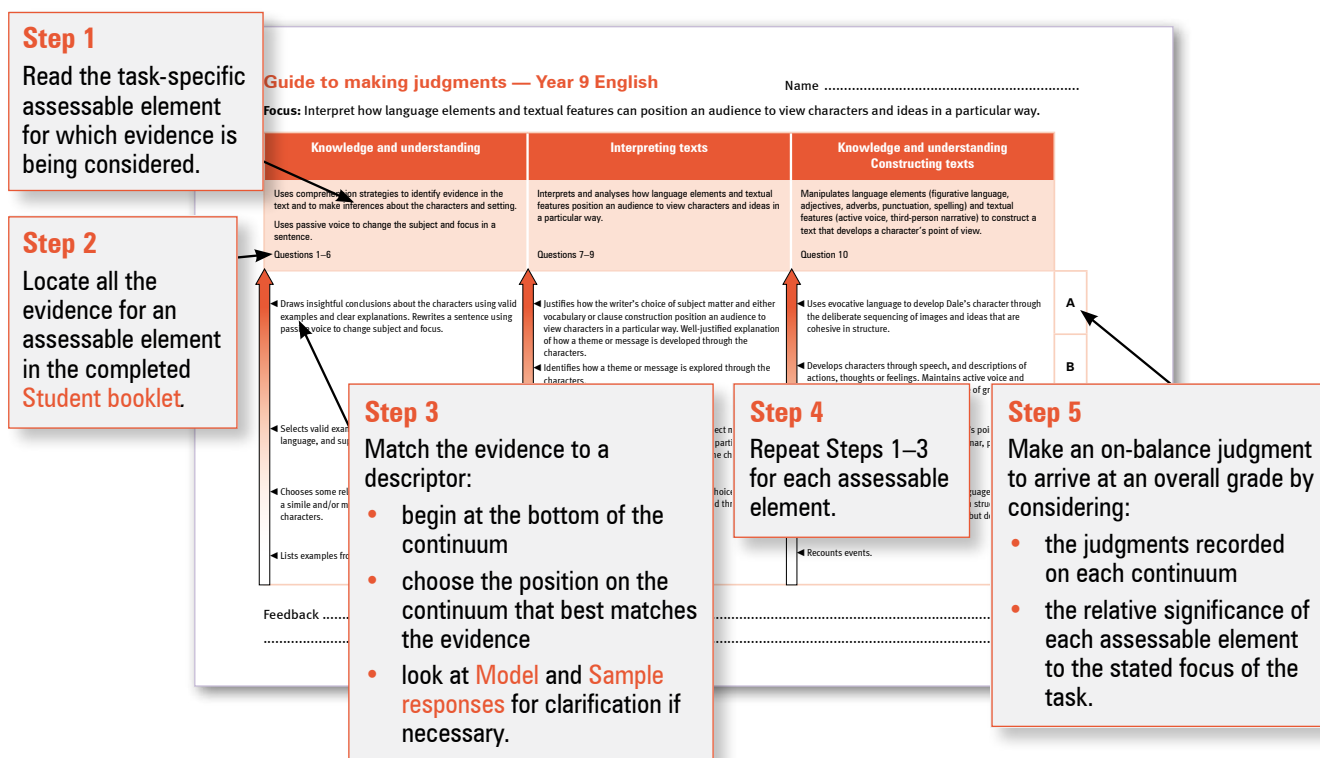


Diagram 2: Using the GTMJ — the judgment process



Using feedback

Assessment alone will not contribute significantly to improved learning — it is what teachers and students do with the information gathered that makes the difference. Providing quality and useful feedback is a crucial step in using assessment information to support future learning.

Assessment feedback goes beyond a simple mark or grade. Comments on the strengths of students' achievements, and on areas for improvement, provide quality feedback that can be used to inform future teaching and learning. Assessment feedback is most helpful if the specific elements of the knowledge and skills are identified and specific suggestions are provided.

The information gathered from the implementation, marking and moderation of QCATs should feed back into future planning of teaching and learning.

Feedback to help students learn

Quality feedback to a student:

- focuses on their achievement in relation to either the assessable elements with their task-specific descriptors or the **Selected Essential Learnings** (page 17) and their associated questions
- includes strengths of achievements
- identifies areas for improvement and strategies for future learning
- is communicated in student-friendly language
- is appropriate (e.g. in quantity and detail) to the student's age and their capacity to respond
- includes the use of **Sample responses** to provide examples of the quality of work corresponding to each standard.

Feedback to help teacher planning

Individual and collective student performance on QCATs, along with other school-based assessment, can be used to inform teaching and learning.

Additional resources **Using feedback to inform teaching and learning**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Sample responses
QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Resources

Selected Essential Learnings

The 2010 QCATs will assess what students know, understand and can do in relation to the following selection of **Essential Learnings**.

| English Essential Learnings by the end of Year 9 | |
|--|---|
| Assessable elements The valued features of the key learning area about which evidence of learning is collected and assessed. | Ways of working The processes students use to develop and demonstrate their knowledge and understanding . Students are able to: |
| Interpreting texts | <ul style="list-style-type: none"> demonstrate and analyse the relationship between audience, subject matter, purpose and text type recognise and select vocabulary and interpret and apply the effect of literal and figurative language interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners |
| Constructing texts | <ul style="list-style-type: none"> construct literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view. |
| | Knowledge and understanding The essential concepts, facts and procedures. |
| Knowledge and understanding | <p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multimodal texts across local, national and global contexts.</p> <ul style="list-style-type: none"> Readers and viewers draw on their prior knowledge, knowledge of language elements, points of view, beliefs and cultural understandings when engaging with a text. Comprehension involves drawing on knowledge of the subject matter, contextual cues and intertextuality to interpret, infer from and evaluate texts in local, national or global contexts. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.</p> <ul style="list-style-type: none"> Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices. |

| | |
|--|---|
| Knowledge and understanding | <p><i>Language elements</i></p> <p>Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.</p> <ul style="list-style-type: none"> • Active voice and passive voice change the subject and the focus in a sentence. • Adjectives and adverbs are used to express attitudes and make judgments and/or evoke emotions. • Figurative language, including onomatopoeia and alliteration, and emotive, evocative, formal and informal language, creates tone, mood and atmosphere. <p><i>Literary and non-literary texts</i></p> <p>Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Audiences can be positioned to view characters and ideas in particular ways and these views can be questioned. • Themes are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters. |
| Source: www.qsa.qld.edu.au > Prep–Year 9 > Essential Learnings & Standards (Years 1–9) | |

Literacy and Numeracy Indicators

The **Literacy and Numeracy Indicators** are a resource that can be used when planning for teaching, learning, assessment and monitoring in all key learning areas.

This QCAT may provide opportunities to monitor and assess student progress in a selection of the **Literacy and Numeracy Indicators**, and may provide further focus for feedback for teachers and students to support improved learning.

Additional resources [Literacy and Numeracy Indicators Information Statement](#)
www.qsa.qld.edu.au > Prep–Year 9 > Literacy & Numeracy Indicators (P–Year 9)

Model response

This **Model response** gives one example of a very high quality response for each question. The **Sample responses**, available for download from the **QSA Assessment Bank**, demonstrate the quality of student responses for each standard, A to E.

Setting the scene: Group discussion

Characters are an important element of a good story. Stories that are character-driven often help us explore important themes and issues from different points of view. "Point of view" is what each character sees, hears, feels and experiences during a scene in a story.



When a writer skilfully presents the thoughts and feelings of a main character, the reader is able to empathise with them. Themes or messages can be explored through the actions, speech, thoughts and feelings of characters in a story.



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Stimulus material source (p.7): Norrington, Leonie. 2002. *The Barrumbi Kids*. Omnibus Books. Norwood, South Australia.

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The writer's language choices can help take readers inside a character's mind to understand their motivations and beliefs, or to build empathy for a character.

Figurative language such as metaphors, similes, personification, alliteration and onomatopoeia can help evoke images in the reader's mind.

Using active voice also helps to keep the reader engaged with the characters.



- Discuss some of the memorable characters in novels you have read or studied in class.
- How did the writer help you connect with the characters?

In this assessment, you will:

- make inferences about characters and setting in a text stimulus
- interpret how a writer can position a reader to view characters in a particular way
- construct a text to develop a character's point of view.

Listening

Listen while your teacher reads a passage from *The Barrumbi Kids* by Leonie Norrington.

- Reflect on how the language is used to introduce us to the character of Miss Wilson, a classroom teacher.
- Can you picture what she looks like and how she feels about the students that she teaches?
- Can you picture what Dale looks like and how he feels about school?



Chalkboard's photograph: 'Homespun' by Leonie Norrington. Attribution 2.0 Generic licensed photo <http://commons.wikimedia.org/wiki/File:Chalkboard's_photograph:_Homespun_>.



Stop here. Wait for your teacher's directions.

Reading for meaning

1. List evidence from the text that shows this story is set in the Australian bush.
 - the smell of the Dry season
 - guards the playground during smoko
 - setting fires to clean up the country
 - behind the tankstand
2. Identify a metaphor and a simile from the text that help to create tone, mood or atmosphere.

Smile: "a little floating in the air like dust"

Metaphor: "children are clean blackboards and she is the white chalk filling the empty space"
3. Describe Miss Wilson, using evidence from the text.

Miss Wilson thinks that she knows what is best for her students. She believes knowledge must be written down which is why she fills the board. Her lack of understanding of the world outside her classroom is shown when she talks about the dangers of burning back the bush.
4. Paragraph 2 states that Miss Wilson "believes what she does is good". Give two other examples from the text that explain why she believes she is a good teacher.

She believes that she can "fill the empty space with knowledge" and "change the world" by educating students in the classroom. She "guards the playground" during breaks in case any student escapes because she thinks that school is the best place for them to be.
5. How do Miss Wilson and Dale view each other? Explain your answer.

Miss Wilson and Dale view each other differently. Miss Wilson thinks that Dale has the potential to be a good student and that she can make "a scholar" out of him. In reality, Dale does not enjoy her teaching because she doesn't understand his interests or love of the bush.
6. This sentence from the text uses active voice. Rewrite the sentence using passive voice to change the subject and focus of the sentence.

Miss Wilson guards the playground during smoko and lunchtime, watching to make sure no one escapes. The playground was guarded by Miss Wilson during smoko and lunchtime, who watched to make sure no one escaped.

Interpreting texts

Either answer can be correct, as long as it is justified.

7. Who does the text favour: Dale or Miss Wilson? Justify your answer using evidence from the text.

The text favours Miss Wilson because it evokes empathy in the reader for her. Such descriptions as "Her heart fills with pride" and "He's a smart one, that child" indicate her concern for Dale while the text also positions the reader to understand that, at times, her well-meaning intentions are misunderstood by students.
8. Identify a theme or message explored in the text. Explain how this theme is explored through the characters.

Theme/message: Teachers do not always know what is best for their students.

Explanation: Teachers, like Miss Wilson, can be wasting their time filling the blackboard with work when students are not interested in learning. Students, like Dale, can be sitting quietly, but not learning anything worthwhile. This text shows teachers may not really understand what is important to students like Dale, who would rather be outside in the bush than sitting in a classroom.
9. Explain how the writer makes deliberate language choices to develop the relationship between the reader and Dale. Consider subject matter, vocabulary, grammar and punctuation. Use examples from the text to support your explanation.

The familiar setting of a school classroom helps to develop a relationship with students immediately. Students will relate to Dale, whose head is "aching with frustration" because many of them will have also thought about escaping from a classroom when they are bored. Miss Wilson may remind students of a teacher who doesn't understand them. Simple language choices such as "bad" and "good", the use of informal language such as "gotta go" and the use of simple sentences keep students engaged in the text and connected to Dale's character.

Constructing text

Developing a character's point of view

10. Continue the story from Dale's point of view to explore how he feels about Miss Wilson and his experiences at school.



Write about 250 to 300 words.

You need to use:

- figurative language to create tone and evoke images
- adjectives and adverbs to express Dale's attitudes and emotions.

You need to maintain:

- third-person narrative
- an active voice.

Use this space to plan your ideas.

This passage from the text may help get you started:

Dale's head is aching with frustration ... He just wants to get out of the classroom. He lifts his face and the smell of the Dry season is very clear in his nostrils. *Gotta go, but how?* He pretends to listen and take notes about the discussion while he thinks about how to get out of the school yard without being seen. What excuse can he make for being gone for the rest of the day? He'll have to get Lizzie's help with that! His eyes are slitted and his forehead wrinkles with concentration. He watches everyone as they talk and pretends to write down their ideas.

Like a magnet, Dale's eyes are drawn to the dry landscape outside the classroom window. He can almost smell the tendrils of smoke that appear across the horizon. The walls of the classroom disappear momentarily and the drone of Miss Wilson's voice fades away.

He was where he wanted to be — watching the flames hungrily devour the saltbush, with Mavis by his side. Mavis didn't like Miss Wilson either. "She doesn't belong in this place", she would always say.

His thoughts were suddenly broken. He could feel Miss Wilson staring straight through him. How does she do that? Her gaze was on Lizzie, but he knew she was also watching him. Like a lizard stalking its prey, she sensed all movements around her.

Miss Wilson continued to write crisp, white characters on the blackboard. Like robots, the children copied the words down without letting them enter their blank minds. Their limp bodies leaned heavily on their desks. Dale felt himself drowning in a sea of blandness.

Model response

In desperation, Dale turned his gaze to Lizzie, sitting across the room. Like Mavis, she always knew what he was thinking. Just like him, she could smell the Dry laced with smoke.

He felt Lizzie suffocating under Miss Wilson's penetrating gaze. Miss Wilson did not understand Lizzie. She once said that Lizzie would not reach her full potential. Huh. She did not see the sharpness of Lizzie's mind. They did not belong in this space with this outsider. She would never reach them — not now, not ever. All they could do was escape behind their masks where they were free from this wordy heat.

Suddenly they were saved by the bell that rang clearly in the silent classroom. Lizzie looked at him. "Let's get out of here", her face read. Like snakes in the long grass, they slithered out the door before Miss Wilson was able to track them. Far away from the tankstand where she hovered like a vulture, they disappeared into the long grass that exploded over the school fence.

They were free.

Extra working space

Notes

Guide to making judgments — Year 9 English

Name

Focus: Interpret how language elements and textual features can position an audience to view characters and ideas in a particular way.

| Knowledge and understanding | Interpreting texts | Knowledge and understanding Constructing texts |
|--|--|--|
| <p>Uses comprehension strategies to identify evidence in the text and to make inferences about the characters and setting.</p> <p>Uses passive voice to change the subject and focus in a sentence.</p> <p>Questions 1–6</p> | <p>Interprets and analyses how language elements and textual features position an audience to view characters and ideas in a particular way.</p> <p>Questions 7–9</p> | <p>Manipulates language elements (figurative language, adjectives, adverbs, punctuation, spelling) and textual features (active voice, third-person narrative) to construct a text that develops a character’s point of view.</p> <p>Question 10</p> |
| <p>◀ Draws insightful conclusions about the characters using valid examples and clear explanations. Rewrites a sentence using passive voice to change subject and focus.</p> | <p>◀ Justifies how the writer’s choice of subject matter and either vocabulary or clause construction position an audience to view characters in a particular way. Well-justified explanation of how a theme or message is developed through the characters.</p> | <p>◀ Uses evocative language to develop Dale’s character through the deliberate sequencing of images and ideas that are cohesive in structure.</p> |
| <p>◀ Selects valid examples from the text including figurative language, and supports explanations about characters.</p> | <p>◀ Identifies how a theme or message is explored through the characters.</p> | <p>◀ Develops characters through speech, and descriptions of actions, thoughts or feelings. Maintains active voice and third-person narrative. Well-controlled use of grammar, punctuation and spelling.</p> |
| <p>◀ Chooses some relevant examples from the text including a simile and/or metaphor. Makes generalisations about characters.</p> | <p>◀ Identifies how language choices and/or subject matter position an audience to view characters in a particular way. Identifies how an idea is explored through the characters.</p> | <p>◀ Uses descriptive language to explore Dale’s point of view. Maintains active voice, and controls grammar, punctuation and spelling. Structure is evident.</p> |
| <p>◀ Lists examples from the text.</p> | <p>◀ Makes generalisations about the language choices or subject matter in the text. Describes an idea explored through the characters.</p> | <p>◀ Develops characters using descriptive language, actions, speech or thoughts and feelings. Lapses in structure, grammar, punctuation or spelling intrude but do not detract from meaning.</p> |
| | <p>◀ Restates messages from the text.</p> | <p>◀ Recounts events.</p> |
| | | <p>A</p> |
| | | <p>B</p> |
| | | <p>C</p> |
| | | <p>D</p> |
| | | <p>E</p> |

Feedback

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