



# Analysing characters

Sample responses



# 9

## English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2010

## Contact information

Direct questions about the implementation of QCATs or receipt of materials to:

Project Officer, Operations

Phone: (07) 3864 0299

email: [qcats.administrator@qsa.qld.edu.au](mailto:qcats.administrator@qsa.qld.edu.au)

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**Queensland Studies Authority** PO Box 307 Spring Hill Qld 4004

Phone: (07) 3864 0299 Fax: (07) 3221 2553 Email: [office@qsa.qld.edu.au](mailto:office@qsa.qld.edu.au) Website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

## E Sample: Response 1

### 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>	<b>A</b>
<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>	<b>B</b>
<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>	<b>C</b>
<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>	<b>D</b>
	<p>◀ Restates messages from the text.</p>	<p>◀ Recounts events.</p>	<b>E</b>
<p>Selects examples from the text, some which are incomplete, e.g. "fires". Makes generalisations about characters.</p>	<p>Makes a generalisation about Dale and restates text message about Miss Wilson.</p>	<p>Some character development but mainly recounts events. Lapses in sentence and paragraph structure intrude in the text.</p>	

### Overall grade

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

## Reading for meaning

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

- setting fires
- listening to the bush
- 
- 

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

Simile: The smell as it escapes

Metaphor: a little floating in the air like dust

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

Miss Wilson is very eager and to see that children are working

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.

her heart fills with pride

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

They don't like each other. Miss Wilson thinks she knows him.

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.

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

## Interpreting texts

7. Who does the text favour: Dale or Miss Wilson? Miss Wilson

Justify your answer using evidence from the text.

Miss Wilson because it is saying  
more of what she does and what she  
likes to do

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

Theme/message: Miss Wilson believes children need a  
good education

Explanation: Children are clean blackboards and  
she is the chalk filling the empty  
space with knowledge

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 writer writes what Dale is  
thinking and saying and it makes  
think about it

## E Sample: Response 1

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.

When Dale saw that Miss Wilson was so proud he made second thoughts on what he was doing. He could see the proudness in Miss Wilson's smile. He thought back to earlier on in the year to how many times he had let Miss Wilson down and how she would see everything he would do that was wrong. Dale saw that Miss Wilson always tried to change anything that would stop him from doing his best. Dale sat there confused "Why do I not do what Miss Wilson expects from me" he knew that Miss Wilson's love what to teach children so that they do well in the future and do the right thing, he knew that she would do anything to change the children's view on learning and getting educated. He knew it was Miss Wilson's way of changing the world, he thinks back to what he is doing again and he smiled back.

at Miss Wilson and begins to  
write down what she has written  
on the blackboard he knew it  
was time to change

## E Sample: Response 2

### 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>	<b>A</b>
<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>	<b>B</b>
<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>	<b>C</b>
<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>	<b>D</b>
	<p>◀ Restates messages from the text.</p>	<p>◀ Recounts events.</p>	<b>E</b>
<p>Selects some incomplete examples from the text. Makes a generalisation about Miss Wilson.</p>	<p>Makes generalisations and restates messages from the text.</p>	<p>Recounts events from Dale's perspective using first-person narrative. An undeveloped response that lacks control of structure.</p>	

### Overall grade

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



## Reading for meaning

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

- Smoko
- tankstand
- fires
- 

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

Simile: .....

Metaphor: A little floating in the air like dust

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

A tall lanky lady with slicked black hair and big glasses

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.

1. That all knowledge can be written down and learnt in the classroom

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

They don't like each other

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.

I guarded the playground at smoko and lunchtime to make sure no-one escaped.

## Interpreting texts

7. Who does the text favour: Dale or Miss Wilson? Dale

Justify your answer using evidence from the text.

The text favours Dale because most of the text is his view of Miss Wilson

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

Theme/message: .....

Explanation: .....

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 teacher knows what is going on because she has eyes at the back of her head

## E Sample: Response 2

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.

All I could think of was riding his bike up and down his street to the stop and not have to do chores. All of a sudden the phone rang. As Miss Wilson walked over and picked it up I said to Lizzie, "I need to get out of this place!" When Miss Wilson hung up the phone she told the class that she would be back soon. Once she stepped out of the room everyone started talking. I left the room happy.