



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

© The State of Queensland (Queensland Studies Authority) 2010

Please read the copyright notice on our website.

Queensland Studies Authority PO Box 307 Spring Hill Qld 4004

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

D 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>◀ Selects valid examples from the text including figurative language, and supports explanations about characters.</p> <p>◀ Chooses some relevant examples from the text including a simile and/or metaphor. Makes generalisations about characters.</p> <p>◀ Lists examples from the text.</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>◀ Identifies how a theme or message is explored through the 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>◀ Makes generalisations about the language choices or subject matter in the text. Describes an idea explored through the characters.</p> <p>◀ Restates messages from the text.</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>◀ 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>◀ Uses descriptive language to explore Dale's point of view. Maintains active voice, and controls grammar, punctuation and spelling. Structure is evident.</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>◀ Recounts events.</p>
		<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

Selects some relevant examples to show setting except for "black, brown and white faces". Selects a valid example of a metaphor. Chooses some relevant examples from the text about characters. Provides a generalisation about Miss Wilson's view of Dale.

Makes a generalisation about how subject matter positions an audience to view Miss Wilson's character in a particular way. Describes ideas explored through Miss Wilson. Identifies that language can position an audience but needs to use examples to support the explanation.

Uses some descriptive language, actions and speech to explore Dale's character and recount events. Lacks control of structure.

Overall grade

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

Reading for meaning

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

- "Then put it away till smoko"
- "Even behind the tankstand."
- "Their little black, brown and white faces"
- "She reckons fires are dangerous."

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

Simile: "like see-through blue"

Metaphor: "Children are clean blackboards and she is the chalk."

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

Miss Wilson has really blue eyes "Her eyes were like see-through blue" "Neat brown hair"

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.

"Children are clean blackboards"

"Her heart filled with pride"

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

Miss Wilson is proud of Dale, and believes he could do great things but Dale thinks Miss Wilson has eyes in the back of her head.

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.

Miss Wilson guarded the playground during smoko and lunchtime, and is watched to make sure no one escapes.

Interpreting texts

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

Justify your answer using evidence from the text.

It favours Miss Wilson, as she is portrayed as a good teacher who wants the best for her students. This is shown when she says "I have eyes in the back of my head"

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

Theme/message: Teachers

Explanation: The characters of Miss Wilson is firm, but caring. She really loves her career, and believes it has importance. She is also proud of her students, and believes they can all achieve their goals if they work hard.

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 uses relaxed and casual language to connect with the target audience to the character of Dale. However, he is polite to adults. This is shown when he says, "No Miss Wilson". His casual language is portrayed in the last section of the text when he plans to escape from school.

D 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.

"Come on Lizzie!" I think as I try desperately to get her attention. As if telepathically connected, Lizzie turns her head in my direction. I stare at her, trying to tell her my plan with my expression. I then flash my eyes to the door and mouth, "I wanna go." "Dale Murphy! How many times do I have to tell you to stop distracting Lizzie!" Miss Wilson is staring at me with transparent blue eyes. She'd be pretty if she'd just smile more. She then says the five words that eventually lead to my escape, "Go to the Principal's office!" "Yess!" I think, "I'm outta here." I start walking in the direction of the office, then quickly run in the opposite direction, towards the gate. Just three more strides and the gate is behind me. I don't stop. I keep running until I reach the bush. I creep around the gum trees until I peer through some huge shrubs and find my favourite creek, next to it is my comfortable hammock. I put their last

D Sample: Response 1

summer. "I'm free!"

* * *

I'm guessing it's around 2pm. The day is perfect, ~~are~~ cool, but not stinking hot. I pull my cap over my eyes and lie there for about 10 mins, until a shadow comes over me. I remove my hat from my face.

"Damn."

"Busted," says Miss Wilson.

D 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>	A
<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
<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>	C
<p>◀ Makes generalisations about the language choices or subject matter in the text. Describes an idea explored through the characters.</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>	D
<p>◀ Lists examples from the text.</p>	<p>◀ Restates messages from the text.</p>	<p>◀ Recounts events.</p>	E
<p>Some relevant examples but needs to improve accuracy of detail, e.g. "setting fires". Selects a valid example of figurative language. Makes generalisations about the characters.</p>	<p>Makes generalisations about the characters and restates messages from the text.</p>	<p>Some exploration of Dale's character through actions and speech. Structure is evident.</p>	

Overall grade

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

Reading for meaning

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

- they use the word smoko
- a farestand is mentioned
- setting fires.
- mentions white, black, brown faces

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

Simile: like see through blue

Metaphor: some dropping on the floor in a tiny rain shower

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

Miss Wilson - Shoulders sharp at the edge, see through blue eyes, neat brown hair.

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 is the white chalk
- all knowledge is written down

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

Dale finds Miss Wilson frustrating and fills her heart with pride.

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.

Miss Wilson will guard the playground at smoko and lunchtime, to make sure that no one escapes.

Interpreting texts

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

Justify your answer using evidence from the text.

The text talks about how great she is, or how great she ^{thinks} she is. Whereas they are always finding faults in Dale.

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

Theme/message: School

Explanation: Dale has to sit through class along with the other kids and learn and listen to Miss Wilson. Because she is so strict the children find it hard to disobey.

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.

Dale's relationship to school seems to be a bit misheavious whe he is passing notes and planning to sneak out. The other students seem to be well working in miss Wilson's class, as you read in the line "little black, brown and white faces"

D 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.

Dale knocks over his pencil and when he bends down to pick it up he throws a scrunched up old piece of paper under Lizzie's desk from across the room. Miss Wilson turns sharply away from the board, stares intently into eyes and turns back and writes. Dale sneaks a look across at Lizzie, she looks back at him and simply nods. Lizzie walks up to Miss Wilson to ask something, and when she gets there she drops to the floor falling over and pretends to faint.

The children rush around Lizzie, Dale stands up slowly and then makes a bolt towards the window, he dives out and makes a run for it. Dale makes it to the front gate, and standing by the gate is Miss Wilson.

Dale reply "yes miss, yes"

As she drags him inside by the arm she says to him "Dale, is that the best distraction you could come up with?"

Dale reply "yes miss, you did, but I didn't exactly believe you until now" When they are almost at the classroom Miss Wilson shakes her head at Dale and sits him back down at his spot.

"Oh Dale, I gave the other children an early mark today, but you can stay and keep me company. The blackboard does need clearing."

Dale laugh at his foolishness, walks to the blackboard and clears it.