

Literary description

Teacher guidelines



4

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

Contact information

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The 2011 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** (back page).

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

Additional resources [2011 QCATs Information statement](http://www.qsa.qld.edu.au/3163.html)
www.qsa.qld.edu.au/3163.html

[Essential Learnings and Standards](http://www.qsa.qld.edu.au/574.html)
www.qsa.qld.edu.au/574.html

Important dates

Friday 24 June	QCATs packages have arrived in schools
Monday 11 July ↓ Friday 16 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 10 October	Schools are notified if selected to submit student samples for QSA's random sampling process
Monday 21 November	Final day for schools to submit student data to QSA
Friday 9 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 21) well in advance of participating in QCATs — if students have not engaged with the **Selected Essential Learnings** recently, review and consolidation may be necessary
- experience with the types of questions used within the QCAT.

Suggested learning experiences and resources are outlined in the document **2011 QCATs – Preparation**.

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

Additional resources [Queensland Comparable Assessment Tasks \(QCATs\)](http://www.qsa.qld.edu.au/3163.html)
www.qsa.qld.edu.au/3163.html

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 Queensland Studies Authority (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](http://www.qsa.qld.edu.au/3163.html)
www.qsa.qld.edu.au/3163.html

[Equity](http://www.qsa.qld.edu.au/10188.html)
www.qsa.qld.edu.au/10188.html

Teacher preparation

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

- Check that you have the appropriate number of **Student booklets** (one per student) and **Teacher guidelines** (one per implementing teacher).
- Check for any defective **Student booklets**.
- 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 21).
- Complete a **Student booklet** yourself, and then refer to the **Model response** (page 24) 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 implementation, considering these points:
 - teachers have flexibility to implement the QCATs at any time during the designated period
 - 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
 - QCATs will ideally replace an existing piece of assessment in the student portfolio of work for Semester 2.
- 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 **Queensland Comparable Assessment Tasks (QCATs)**
www.qsa.qld.edu.au/3163.html

Sample responses, QSA Assessment Bank
<https://qcar.qsa.qld.edu.au/assessmentbank> (registration required)

8 – Using Queensland Comparable Assessment Tasks (QCATs) to support learning
www.qsa.qld.edu.au/3166.html

Implementation

Working with the Student booklet

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

Encourage students to interact with teachers to seek clarification when required, and with other students if appropriate to the task.

Text analysis

The extract from *The Barrumbi Kids* passage studied in **Setting the scene** has been analysed, and some relevant textual features have been highlighted. The analysis appears on page 23 of this booklet to assist teachers when planning and implementing the group discussion.

Suggested implementation timeline

Preparation

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

The assessment task

Interpret a literary description	30 minutes
Plan a literary description	15 minutes
Write a literary description	45 minutes



Suggested time: 30 minutes

Read and discuss

Setting the scene with the whole class.

Explain that the students will discuss literary descriptions and language choices, examine and interpret a literary description and write a literary description of their own on a natural event.

You may choose to briefly show the students a copy of the **Stimulus sheet** to promote student engagement and tune the students in to the task and the subject matter.

Stimulus sheets should be distributed to each student when they begin the **Plan a literary description** section.

Setting the scene: Group discussion

Literary descriptions

Literary descriptions are an important feature of narrative text.

Literary descriptions are used to:

- describe the setting
- develop characters and plot
- describe events or actions leading to a problem.

Language choices

Writers choose words to:

- help the reader **see** and **feel** what is happening
- describe a character's reaction to events.

Writers **show** what is happening rather than **tell** readers by carefully choosing **verb groups** and **noun groups** that create action, evoke feelings and paint a clear picture in the reader's mind.

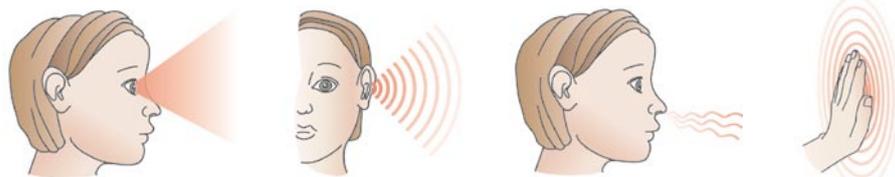
Listening

Listen as your teacher reads a literary description to you.

The description is from *The Barrumbi Kids* by Leonie Norrington.

Discuss the language choices that **bring the experience alive** for you.

Think about the words used to describe these experiences:



See

Hear

Smell

Feel

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Literary description

It's bright — bright and hot — stone country in the middle of the day. Up here on the escarpment you'd never know you were a hundred metres up in the air unless you looked over the edge. It's just flat like the ground. There's a breeze. They lift their arms to cool their sweaty armpits and start walking, arms outstretched like little kids playing aeroplanes. There's spinifex and red red rocks. The trees are stunted and gnarled, bent over double.

From up here they can see for miles. There's a floodplain trembling in the heat waves. There are the women looking for turtle with their crowbars. They look like tall coloured strings moving across the shimmering land. Behind them the sky is dark. Clouds rumble and boil, rolling over and over themselves as they move across the floodplain, dark and threatening underneath, pure white on top. Dale and Tomias take no notice. Those clouds build up thick and black, filling the air with moisture till you can smell the rain, but nothing happens. They blow over, taking the rain with them, leaving the land hotter and more humid than ever. So the boys ignore them as they walk along, skirting clumps of spiky spinifex, watching the ground carefully for snakes. The sun is beating down on them and reflecting up from the stone — it's hot ...

Suddenly the boys become aware of a roar — a constant roaring sound ...

Before they get a chance to look, the wind rushes towards them ...

Discussion questions

- What does “gnarled” look like?
- Why does the floodplain appear to tremble?
- Do clouds really “rumble and boil”?
Why might the writer choose these words?

In this assessment, you will:

- **interpret** a literary description
- **plan** and **write** a literary description.

Read the **Literary description** aloud to the class.

Use the **Discussion questions** to scaffold discussion.

The **Resources** section (page 23) provides a text analysis of the passage.

Work through the **Guide to making judgments** on the last page of the **Student booklet** with students to highlight the assessable elements for this QCAT.

Explain, in student-friendly terms, the task-specific descriptors. These identify what is being valued in the student responses.

Suggested time: 30 minutes

Interpret a literary description

Read this **description** adapted from *Wreck!* by Allan Baillie.
Answer the questions that follow.

Read the instructions to students.

Emphasise that the literary description comes from a story.

Reene tried to turn away from the storm and forget about Ian. The clouds boiled across the sky. The wind, an icy animal shriek, hissed over the dunes.

Reene retreated into the house, but she had hardly closed the flywire door when thousands of small winged insects battered against it and the window. The insects scabbled on the screen, as if desperately trying to reach her. She stepped back and closed the glass door. The insects rose with a soft burr, leaving as suddenly as they had come, but she did not go out again.

A flickering light began to move about the clouds, as if things up there in the sky were scraping against each other. Then lightning broke away from a dark green gorge, quivered, and plunged into the sea. Three seconds later a shuddering crack left the house ringing.

Where *is* that boy? Reene looked through the glass again. Still no sign.

Where *is* he? Probably sitting on the cliff watching the storm coming up.

The first drops of rain were hurled horizontally against the window, driving Reene back a step. Heavy rain shook the window, streaking the fine dust on the glass, then washing it clean: to make sure she could see all the anger in that sky just that more clearly.

Explain to students that the answers to the questions are in the text, but for some questions they will need to be detectives and look for the clues.

Allow students time to read the description and provide assistance where necessary.

Remind students that at times they may need to reread sections or the whole extract.

4 | QCATs 2011 Student booklet Year 4 English

As you work through the QCAT with students, check for understanding of the task and provide clarification as needed.

Where students ask individual questions, answers should be shared with all students wherever possible.

1. a) What is the natural event described in this passage?

.....

- b) List words to show that the story is taking place near the beach.

.....

- c) Who is the main character in this description?

.....

2. Number the squares 1 to 3 in the order that the events happened.

The first drops of rain hit the window.

Reene closed the glass door.

Reene retreated into the house.

Emphasise that students must number each box in the order that events occur in the description.

3. Write one noun group used to describe a sound.

.....

4. Write one noun group used to describe what could be seen in the sky.

.....

Remind students to choose word groups rather than single words from the text.

5. List two verbs from the second paragraph used to describe the actions of the insects.

•

•

Students are to identify two single words from the text.

What is being assessed

Questions 1 and 2 gather evidence of a student's knowledge and understanding of active comprehension strategies. Students demonstrate this in Question 1 by identifying the main idea, aspects of setting and the main character and in Question 2, by sequencing the order of events.

Questions 3 to 5 gather evidence of a student's knowledge and understanding of grammar and comprehension strategies when interpreting a text. Students demonstrate this by identifying relevant noun groups and verbs.

authority | 5

6. What words in the last paragraph show the weather getting worse?

.....
.....
.....

7. How is Reene feeling about Ian?

a) Tick your choice:

worried

pleased

b) Explain your choice. Refer back to the description.

.....
.....
.....
.....
.....
.....

Remind students that Questions 7 and 8 require them to look for clues in the text, and that they must explain their answers using evidence from the text.

What is being assessed

Question 6 gathers evidence of a student's knowledge and understanding of a number of active comprehension strategies when interpreting a text. Students demonstrate this understanding by listing language from the text that contributes to imagery.

8. **Why does the writer describe the wind as “an icy animal shriek”?**
Refer back to the description.

.....

.....

.....

.....

.....

.....



Stop here: Wait for your teacher's directions.

Take a break.

This is a good time to have a break in the QCAT.

Returning to the task later in the day or the next day will allow students more thinking time.

What is being assessed

Questions 7 to 8 gather evidence of a student's knowledge and understanding of a number of active comprehension strategies when interpreting a text.

In Question 7, students demonstrate this understanding by making and explaining an inference using evidence from the text.

In Question 8, students demonstrate this by evaluating and explaining the writer's choice of language.



Suggested time: 15 minutes

Ensure each student has a **Stimulus sheet**.

Read and discuss **Plan a literary description and the Stimulus sheet**.

Explain that when an author writes a **literary description** they choose an event that is exciting to write about. The writer uses **vivid imagery** and develops subject matter that evokes emotion.

Students can choose an event from the **Stimulus sheet** or make up one of their own.

The language choices suggested are not exhaustive.

Plan a literary description

Plan a literary description for a story.

Your **purpose** is to show the reader what is happening.

- **Choose** a natural event.
- **Think** of a character who could experience this event.
- **Decide** where the event is taking place.

You need to:

- describe what happens during the event
- describe what your character might see, hear or feel and their reactions to the event
- choose words that evoke feelings, and paint clear and interesting pictures.

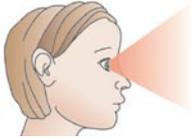
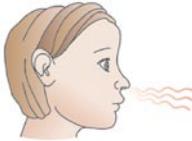


Your language choices may include:

- a variety of verbs and verb groups
- vivid noun groups
- circumstances of place, time and manner.

Complete the **Senses chart** on the next page.

Senses chart

<p>What does the natural event look like?</p> 	
<p>What does the natural event sound like?</p> 	
<p>What does the natural event smell like?</p> 	
<p>What does the natural event feel like?</p> 	

Remind students that good writers plan their writing before they begin to write, ensuring that they remember the purpose of their writing — in this case to construct a literary description.

Explain to students how they can use the **Senses chart** to plan their literary description.

A row has been left blank for students to add anything extra to help them plan. For example, they may choose to include words that indicate the sense of taste.

Students are not required, however, to add anything in this row.

.....

.....

.....

.....

.....

.....

.....

Edit

Have I chosen words that paint a picture for readers?

I have:	Yes	No
• used a variety of sentences to pace the action	<input type="checkbox"/>	<input type="checkbox"/>
• chosen vivid noun groups to describe the event	<input type="checkbox"/>	<input type="checkbox"/>
• chosen a variety of verbs to show what is happening	<input type="checkbox"/>	<input type="checkbox"/>

Encourage students to edit and proofread their literary description, using the prompts on this page to assist them.

Emphasise the difference between editing and proofreading.

Proofread

I have:	Yes	No
• used paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
• checked my punctuation	<input type="checkbox"/>	<input type="checkbox"/>
• checked my spelling	<input type="checkbox"/>	<input type="checkbox"/>

What is being assessed

Question 9 gathers evidence of a student’s knowledge and understanding of constructing a literary description.

Students demonstrate this understanding by using language elements which contribute to the development of subject matter with imagery.

Making judgments

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

The **Model response** (page 24) 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)
<https://qcar.qsa.qld.edu.au/assessmentbank> (registration required)

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

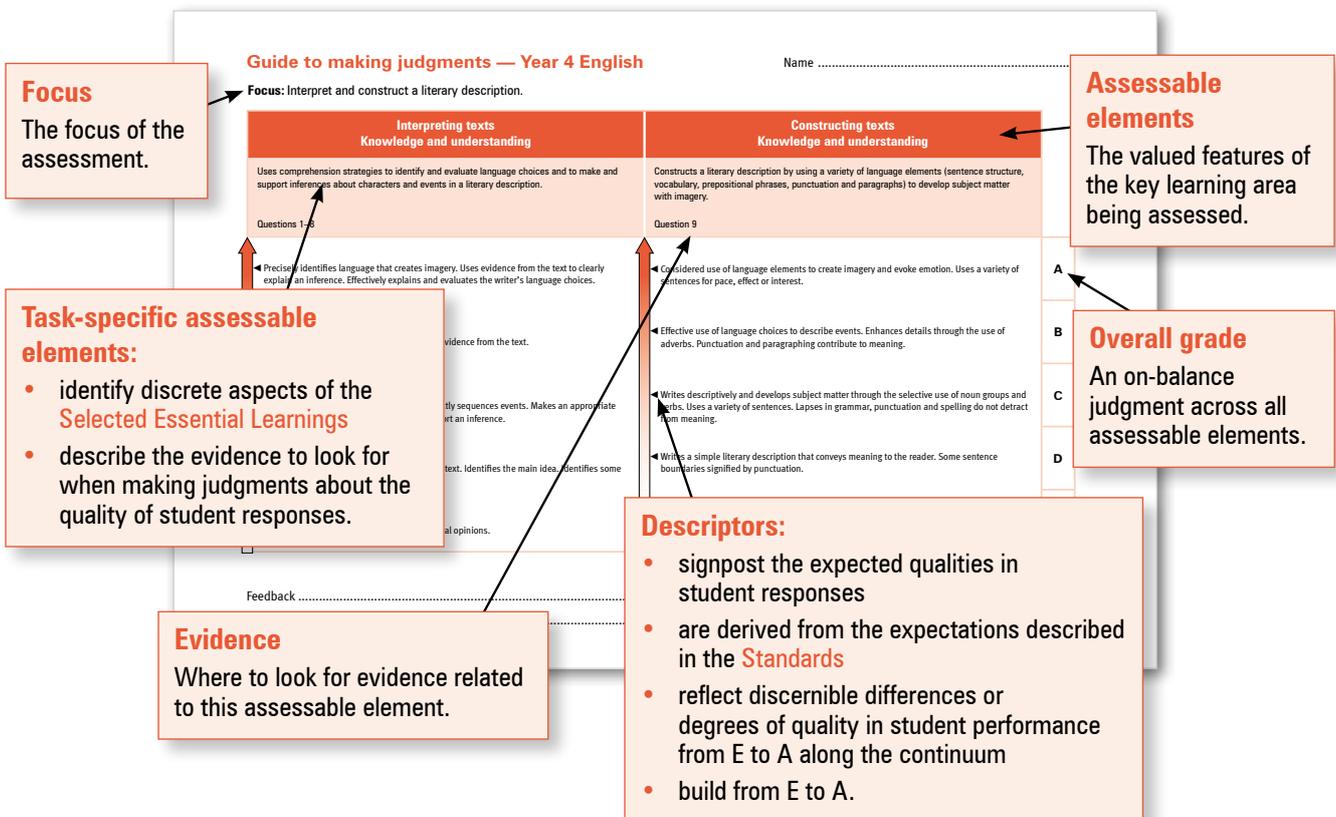
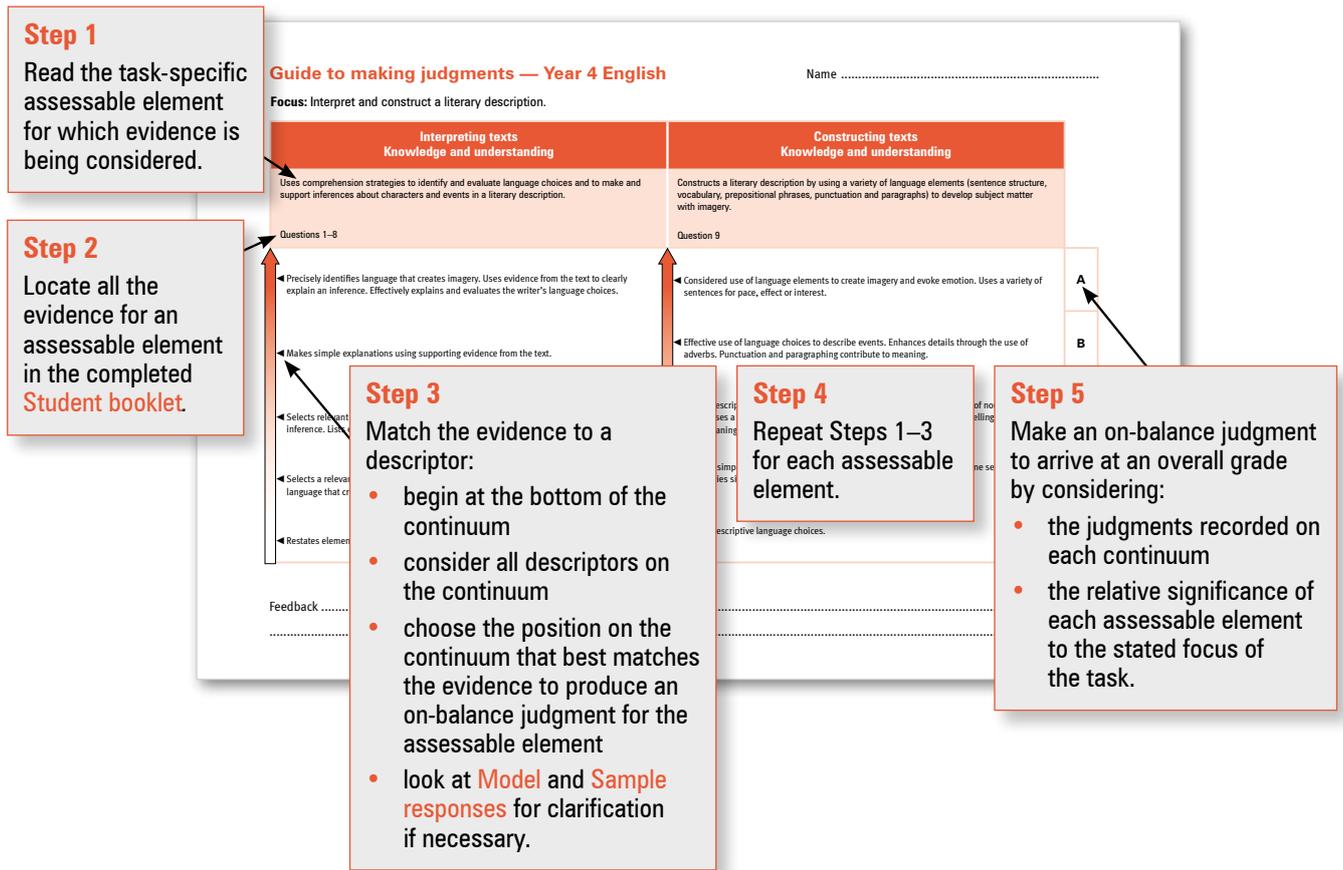


Diagram 2: Using the GTMJ – the judgment process



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 21) 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/3163.html](http://www.qsa.qld.edu.au/3163.html)

[Sample responses, QSA Assessment Bank
https://qcar.qsa.qld.edu.au/assessmentbank](https://qcar.qsa.qld.edu.au/assessmentbank) (registration required)

Resources

Selected Essential Learnings

This QCAT 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 5	
<p>Assessable elements</p> <p>The valued features of the key learning area about which evidence of learning is collected and assessed.</p>	<p>Ways of working</p> <p>The processes students use to develop and demonstrate their knowledge and understanding.</p> <p>Students are able to:</p>
<p>Interpreting texts</p>	<ul style="list-style-type: none"> • identify the relationship between audience, purpose and text type • identify main ideas and the sequence of events, and make inferences • interpret how people, characters, places, events and things have been represented and whether aspects of the subject matter have been included or excluded
<p>Constructing texts</p>	<ul style="list-style-type: none"> • construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose.
	<p>Knowledge and understanding</p> <p>The essential concepts, facts and procedures.</p>
<p>Knowledge and understanding</p>	<p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.</p> <ul style="list-style-type: none"> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes entertaining, informing and describing. • Text users make choices about grammar and punctuation, to make meaning. • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting. <p>Language elements</p> <p>Interpreting and constructing texts involve making choices about 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) in personal and community contexts.</p> <ul style="list-style-type: none"> • Paragraphs separate ideas in texts and contain a topic sentence. • A sentence can be simple, compound or complex. • Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs).

English Essential Learnings by the end of Year 5

Knowledge and understanding

Literary and non-literary texts

Making choices about literary and non-literary texts involves identifying the purpose, audience, subject matter and text structure.

- Narratives have structural features that set the scene, introduce and describe characters and plot (orientation), describe events or actions leading to a problem (complication), and describe how and why a problem is solved (resolution).

Source: www.qsa.qld.edu.au/7284.html

Connection to the Australian Curriculum

This QCAT connects to the following content descriptions of the Australian Curriculum.

The Australian Curriculum: Year 4 English		Version 1.2
Strands	Content descriptions	
Language	<p><i>Text structure and organisation</i></p> <ul style="list-style-type: none"> • Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience. • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives. <p><i>Expressing and developing ideas</i></p> <ul style="list-style-type: none"> • Understand that the meaning of sentences can be enriched through the use of noun and verb groups and prepositional phrases. • Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity. 	
Literature	<p><i>Responding to literature</i></p> <ul style="list-style-type: none"> • Use metalanguage to describe the effects of ideas, text structures and language features of literary texts. <p><i>Creating literature</i></p> <ul style="list-style-type: none"> • Create literary texts that explore students' own experiences and imagining. 	
Literacy	<p><i>Interpreting, analysing, and evaluating</i></p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts. 	

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) 2011, www.australiancurriculum.edu.au/English
Resources: QSA 2011, www.qsa.qld.edu.au/13655.html

Text analysis

This is a text analysis of the extract from *The Barrumbi Kids* studied in **Setting the scene** (page 3 of the **Student booklet**). It highlights just some of the examples available in the text.

Key

Adverbials

Simile

Noun / noun group

Verb / verb group

Other comment

It's bright — bright and hot — stone country in the middle of the day. Up here on the escarpment you'd never know you were a hundred metres up in the air unless you looked over the edge. It's just flat like the ground. There's a breeze. They lift their arms to cool their sweaty armpits and start walking, arms outstretched like little kids playing aeroplanes. There's spinifex and red red rocks. The trees are stunted and gnarled, bent over double.

imagery

From up here they can see for miles. There's a floodplain trembling in the heat waves. There are the women looking for turtle with their crowbars. They look like tall coloured strings moving across the shimmering land. Behind them the sky is dark. Clouds rumble and boil, rolling over and over themselves as they move across the floodplain, dark and threatening underneath, pure white on top. Dale and Tomias take no notice. Those clouds build up thick and black, filling the air with moisture till you can smell the rain, but nothing happens. They blow over, taking the rain with them, leaving the land hotter and more humid than ever. So the boys ignore them as they walk along, skirting clumps of spiky spinifex, watching the ground carefully for snakes. The sun is beating down on them and reflecting up from the stone — it's hot ...

imagery

sound

evocative language

sense of smell

Suddenly the boys become aware of a roar — a constant roaring sound ...

Before they get a chance to look, the wind rushes towards them ...

Possible additional discussion questions

- When are the events taking place?
- Where are the events taking place?
- What makes “a constant roaring sound” a vivid noun group?
- Why is “rushes” a well chosen verb?
- How do the adverbials “Suddenly” and “Before they get a chance to look” increase the tension in the description?

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.

Interpret a literary description

Read this **description** adapted from *Wreck!* by Allan Baillie. Answer the questions that follow.

Reene tried to turn away from the storm and forget about Ian. The clouds boiled across the sky. The wind, an icy animal shriek, hissed over the dunes.

Reene retreated into the house, but she had hardly closed the flywire door when thousands of small winged insects battered against it and the window. The insects scabbled on the screen, as if desperately trying to reach her. She stepped back and closed the glass door. The insects rose with a soft burr, leaving as suddenly as they had come, but she did not go out again.

A flickering light began to move about the clouds, as if things up there in the sky were scraping against each other. Then lightning broke away from a dark green gorge, quivered, and plunged into the sea. Three seconds later a shuddering crack left the house ringing. Where *is* that boy? Reene looked through the glass again. Still no sign.

Where *is* he? Probably sitting on the cliff watching the storm coming up.

The first drops of rain were hurled horizontally against the window, driving Reene back a step. Heavy rain shook the window, streaking the fine dust on the glass, then washing it clean: to make sure she could see all the anger in that sky just that more clearly.

1. a) What is the natural event described in this passage?
a. storm.....
b) List words to show that the story is taking place near the beach.
dunes..... the sea.....
c) Who is the main character in this description?
Reene.....
2. Number the squares 1 to 3 in the order that the events happened.
 3 The first drops of rain hit the window.
 2 Reene closed the glass door.
 1 Reene retreated into the house.
3. Write one noun group used to describe a sound.
an icy animal shriek.....
4. Write one noun group used to describe what could be seen in the sky.
a dark green gorge.....
5. List two verbs from the second paragraph used to describe the actions of the insects.
• battered.....
• scabbled.....

Model response

6. What words in the last paragraph show the weather getting worse?

The first drops of rain were hurled horizontally
Heavy rain shook the window
she could see all the anger in that sky

7. How is Reene feeling about Ian?

a) Tick your choice:

worried

pleased

b) Explain your choice. Refer back to the description.

Reene tries to turn her back on the storm and forget about Ian but
she's concerned about him and keeps looking out for him as the
storm gets worse... Twice Reene asks herself where he is.....
.....
.....

8. Why does the writer describe the wind as “an icy animal shriek”?
Refer back to the description.

The writer describes the wind like this to make the wind feel cold and
sound scary like a wild animal that's attacking. That's why Reene
retreated into the house to escape it.....
.....
.....
.....



Stop here: Wait for your teacher's directions.

Model response

Plan a literary description

Plan a literary description for a story.

Your **purpose** is to show the reader what is happening.

- **Choose** a natural event.
- **Think** of a character who could experience this event.
- **Decide** where the event is taking place.

You need to:

- describe what happens during the event
- describe what your character might see, hear or feel and their reactions to the event
- choose words that evoke feelings, and paint clear and interesting pictures.



Your language choices may include:

- a variety of verbs and verb groups
- vivid noun groups
- circumstances of place, time and manner.

Complete the **Senses chart** on the next page.

Senses chart

<p>What does the natural event look like?</p> 	
<p>What does the natural event sound like?</p> 	
<p>What does the natural event smell like?</p> 	
<p>What does the natural event feel like?</p> 	

Model response

Write a literary description



Remember to use:

- a variety of sentences
- paragraphs to separate your ideas
- punctuation.

9. Use your planning to write a literary description for a story.

Crack! A sound like a whip woke Lieu from sleep. The window to his bedroom was open but the breeze that came in was hot and dry. An orange glow flickered against the wall. There were more cracks outside. The air smelt of burnt leaves and grass, making it difficult to breathe. Lieu was new to farm life, but he knew the danger of fire immediately. Lieu shot out of his bedroom. He almost collided with his sister and father in the darkened hallway. They stumbled onto the verandah. They realised there was no time to save anything but themselves. A wall of flame licked the side of the farm shed and embers flew into the air like fireflies. The wind roared like a jet engine and the fire leapt from tree to tree, sending sparks high into the night sky. Mr Lim grabbed some blankets and they ran to the dam. Lieu held his

sister tightly as they dived beneath the water. Underneath the soaked blankets, they poked their heads above the water to take short breaths and look around. Their eyes stung and they had to keep diving to stay cool. In a matter of minutes the shed collapsed. They heard the boom of gas bottles exploding and the whoosh as fuel drums ignited. The family watched in horror as their house was surrounded by fire.

Edit

Have I chosen words that paint a picture for readers?

I have:

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| • used a variety of sentences to pace the action | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • chosen vivid noun groups to describe the event | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • chosen a variety of verbs to show what is happening | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Proofread

I have:

- | | Yes | No |
|--------------------------|-------------------------------------|--------------------------|
| • used paragraphs | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • checked my punctuation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • checked my spelling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Guide to making judgments — Year 4 English

Name

Focus: Interpret and construct a literary description.

Interpreting texts Knowledge and understanding	Constructing texts Knowledge and understanding
<p>Questions 1–8</p> <p>Uses comprehension strategies to identify and evaluate language choices and to make and support inferences about characters and events in a literary description.</p> <ul style="list-style-type: none"> ◀ Precisely identifies language that creates imagery. Uses evidence from the text to clearly explain an inference. Effectively explains and evaluates the writer's language choices. ◀ Makes simple explanations using supporting evidence from the text. ◀ Selects relevant noun groups and verbs. Correctly sequences events. Makes an appropriate inference. Lists evidence from the text to support an inference. ◀ Selects a relevant noun group or verb from the text. Identifies the main idea. Identifies some language that creates imagery. ◀ Restates elements from the text. States personal opinions. 	<p>Question 9</p> <p>Constructs a literary description by using a variety of language elements (sentence structure, vocabulary, prepositional phrases, punctuation and paragraphs) to develop subject matter with imagery.</p> <ul style="list-style-type: none"> ◀ Considered use of language elements to create imagery and evoke emotion. Uses a variety of sentences for pace, effect or interest. ◀ Effective use of language choices to describe events. Enhances details through the use of adverbs. Punctuation and paragraphing contribute to meaning. ◀ Writes descriptively and develops subject matter through the selective use of noun groups and verbs. Uses a variety of sentences. Lapses in grammar, punctuation and spelling do not detract from meaning. ◀ Writes a simple literary description that conveys meaning to the reader. Some sentence boundaries signified by punctuation. ◀ Makes descriptive language choices.
	<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

Feedback