



Literary description

Sample responses



4

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

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A Sample: Response 1

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>Uses comprehension strategies to identify and evaluate language choices and to make and support inferences about characters and events in a literary description.</p> <p>Questions 1–8</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> <p>Question 9</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. 	<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.

- A
- B
- C
- D
- E

Demonstrates all descriptors for this assessable element.

Precisely identifies language that creates imagery.

Uses evidence from the text to clearly explain an inference.

Effectively evaluates the writer's language choices.

Demonstrates all descriptors for this assessable element.

Considered use of language elements to create imagery and evoke emotion, for example, "It started to tremble even more, until it felt like we were dice, being rolled around on a gameboard."

Uses a variety of sentences for pace and effect.

Overall grade

This response demonstrates a very high level of achievement across all assessable elements. It is judged to be an A.

A Sample: Response 1

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 flickering light.....

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

•battered.....

•scrabbled.....

A Sample: Response 1

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 the sky.

7. How is Reene feeling about Ian?

a) Tick your choice:

worried

pleased

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

Reene tried to forget about Ian and turn her back
away from the storm but she kept looking out
for him and asking, "Where is he?" "Where is that
boy?" Still no sign. She kept thinking about Ian
as the storm got worse.

A Sample: Response 1

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

The writer describes the wind this way to make you feel cold and frightened. The wind seems like a wild animal screaming at Reese.

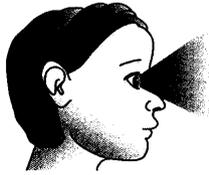


Stop here: Wait for your teacher's directions.

A Sample: Response 1

Senses chart

What does the natural event look like?



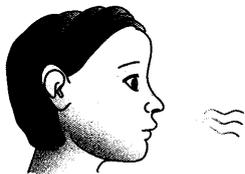
- quake
- cracks in the earth
 - rubble lying everywhere
 - people fallen unconscious by the force of the quake

What does the natural event sound like?



- people screaming
- roads cracking
- the groans of buildings falling
- the rocks cracking and falling off buildings

What does the natural event smell like?



- like fresh up turned dirt (like which you smell when replacing a tree)
- dust and rubble
- fresh tree sap from snapped tree trunks

What does the natural event feel like?



- the earth trembles like dice when thrown
- I feel panic stricken, my thoughts are "Will I live?"
- I feel a bit confused, thinking what's happening?

people running everywhere and screaming kids

Write a literary description



Remember to use:

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

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

The big quake
I was reading to myself, then, suddenly everything started shaking. It started to tremble even more, until it felt like we were all dice, being rolled around on a gameboard. I felt panic stricken. My thoughts were, "Will I live?" and "Will my family be okay?" At first I was confused, thinking, "What's happening?" Then it struck me, it was an earthquake.

I went outside to where my mum was gardening and my brother was playing. He was screaming. My mum was trying to comfort him. I could see people running and

A Sample: Response 1

screaming, rubble falling and people fallen unconscious from the force of the quake. It smelt of freshly up turned dirt, and fresh sap from snapped tree trunks. I could hear dogs wailing and the crackling of buildings falling to nothing.

It was the worst experience I will ever have, because not only did the quake destroy our home, but it destroyed our future.

Edit

* Above the sound of sirens

Have I chosen words that paint a picture for readers?

I have:

- used a variety of sentences to pace the action
- chosen vivid noun groups to describe the event
- chosen a variety of verbs to show what is happening

Yes

No



Proofread

I have:

- used paragraphs
- checked my punctuation
- checked my spelling

Yes

No



A Sample: Response 2

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>Uses comprehension strategies to identify and evaluate language choices and to make and support inferences about characters and events in a literary description.</p> <p>Questions 1–8</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> <p>Question 9</p>
<p>← 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.</p> <p>← Makes simple explanations using supporting evidence from the text.</p> <p>← Selects relevant noun groups and verbs. Correctly sequences events. Makes an appropriate inference. Lists evidence from the text to support an inference.</p> <p>← Selects a relevant noun group or verb from the text. Identifies the main idea. Identifies some language that creates imagery.</p> <p>← Restates elements from the text. States personal opinions.</p>	<p>← Considered use of language elements to create imagery and evoke emotion. Uses a variety of sentences for pace, effect or interest.</p> <p>← Effective use of language choices to describe events. Enhances details through the use of adverbs. Punctuation and paragraphing contribute to meaning.</p> <p>← 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.</p> <p>← Writes a simple literary description that conveys meaning to the reader. Some sentence boundaries signified by punctuation.</p> <p>← Makes descriptive language choices.</p>
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Demonstrates all descriptors for this assessable element.

Precisely identifies language that creates imagery.

Uses evidence from the text to clearly explain an inference.

Effectively evaluates the writer's language choices.

Demonstrates all of the descriptors up to this level and aspects of the descriptor above.

Uses a variety of sentences for pace, effect or interest, for example, "All of us—all four of us—we're wobbling like an earthquake hit us. But this time it wasn't an earthquake, it was a volcano."

Overall grade

This response demonstrates a very high level of achievement across all assessable elements. It is judged to be an A.

A Sample: Response 2

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

What it feels like to be in a storm

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

the 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.

a shuddering crack

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

a flickering light

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

• *battered*

• *scrabbled*

A Sample: Response 2

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

drops of rain were hurled horizontally
rain shook the window
there was anger in the sky

7. How is Reene feeling about Ian?

a) Tick your choice:

worried

pleased

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

Reene is worried about Ian because he is
sitting by himself on a cliff and she keeps
looking out for him. She knows the storm is
going to get worse.

A Sample: Response 2

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

The writer is trying to make the reader
feel the coldness in the wind and to hear
the wild cry of an angry animal.

.....

.....

.....

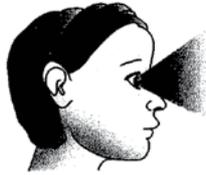


Stop here: Wait for your teacher's directions.

A Sample: Response 2

Senses chart

What does the natural event look like?



Mountain Shaking
Ash coming out

What does the natural event sound like?



What does the natural event smell like?

Dust / Ash / Dirt



What does the natural event feel like?

Vibrate



3: Am in the Morning Kye, Nitro, Chong
and Ronkai.

Write a literary description



Remember to use:

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

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

It was 3 o'clock in the Morning. Four of us were staying, Kye, Ronkai, Chang and I. We were all frozen in fear. Too scared to move. All of us - all four of us - we're wobbling like an earthquake hit us. But this time it wasn't an earthquake, it was a volcano. I finally got my legs to move. I staggered on to the verandah and forgot all about my cousins.

In the far distance the volcano was erupting. spurts of lava shot like a fountain into the air. Trickle of lava crept down the mountain side. The air stank like

A Sample: Response 2

rotten eggs. Every eruption sounded
like a cannon going off. It was
beautiful and frightening at the
same time.

Edit

Have I chosen words that paint a picture for readers?

I have:

- used a variety of sentences to pace the action
- chosen vivid noun groups to describe the event
- chosen a variety of verbs to show what is happening

Yes

No

Proofread

I have:

- used paragraphs
- checked my punctuation
- checked my spelling

Yes

No