



Literary description

Sample responses



4

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

Contact information

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E 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	
Uses comprehension strategies to identify and evaluate language choices and to make and support inferences about characters and events in a literary description.	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.	
Questions 1–8	Question 9	
<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. 	<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. 	A
<ul style="list-style-type: none"> Makes simple explanations using supporting evidence from the text. 	<ul style="list-style-type: none"> Effective use of language choices to describe events. Enhances details through the use of adverbs. Punctuation and paragraphing contribute to meaning. 	B
<ul style="list-style-type: none"> Selects relevant noun groups and verbs. Correctly sequences events. Makes an appropriate inference. Lists evidence from the text to support an inference. 	<ul style="list-style-type: none"> 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. 	C
<ul style="list-style-type: none"> Selects a relevant noun group or verb from the text. Identifies the main idea. Identifies some language that creates imagery. 	<ul style="list-style-type: none"> Writes a simple literary description that conveys meaning to the reader. Some sentence boundaries signified by punctuation. 	D
<ul style="list-style-type: none"> Restates elements from the text. States personal opinions. 	<ul style="list-style-type: none"> Makes descriptive language choices. 	E

Demonstrates descriptor at this level.

Identifies two elements of the main idea and a noun, though not a noun group used to describe what could be seen in the sky.

Gives personal opinion as opposed to providing evidence from the text to support inferences.

Demonstrates descriptor at this level.

Attempts to make descriptive choices by using the senses but lacks control over language elements.

Uses simple sentences often, without control of verb or verb group.

At times resorts to listing. As a result the conveyance of meaning breaks down.

Overall grade

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

E 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.

.....the sea.....

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

.....

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

☐ 3 The first drops of rain hit the window.

☐ 1 Reene closed the glass door.

☐ 2 Reene retreated into the house.

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

.....scraping.....

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

.....lightning.....

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

• ..winged insects.....

• ..insects scabbled on the screen

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

Heavy rain can make ~~you feel~~ a flood so
you might get hurt.

7. How is Reese feeling about Ian?

- a) Tick your choice:

☒ worried

☐ pleased

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

There were insects and lightning

E Sample: Response 1

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

The wind can hurt you

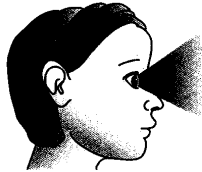


Stop here: Wait for your teacher's directions.

Senses chart

Bush fire

What does the natural event look like?



- flam
- orang, red, yellow
- things dling
- places being recked,
- thing ftying around

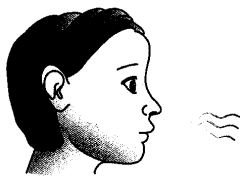
What does the natural event sound like?



- a cranking nois
- things branking
- peoplo yelling
- water getting

spad at the fire.

What does the natural event smell like?



- gas it smells like gas.
- water sometimes you can smell water
- foam you smell

What does the natural event feel like?



- things are on fair
- burning
- pain

foam being spad
Sometimes

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.

Bush fire
You can see the flame in fire the
orange, red and yellow sometimes
even blue. You will things dying.
Having trouble. Places being wreck, and
things flying through the air.
You can feel the pain. ^{the} burn it
so hurtful. you can feel the
hotness.
hearing: A cranking noise. Things
cranking, people yelling and

E Sample: Response 1

water getting sprad at the five.

Smell: it smells like gas, water
sometimes you can smell water and
foam you can smell foam
being sprd. (sometimes)

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

☒☐☒☐☒☐

E Sample: Response 2

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Name

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<ul style="list-style-type: none"> Restates elements from the text. States personal opinions. 	<ul style="list-style-type: none"> Makes descriptive language choices. 	E

Demonstrates descriptor at this level.

Restates elements from the text, often in a way that is unrelated to the question or imprecise.

Demonstrates descriptor at this level.

Makes some descriptive language choices but lapses in grammar, punctuation and spelling detract from meaning.

Overall grade

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

E Sample: Response 2

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

.....it was a dustint that had a sand

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

.....rain..... win.....

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

.....Reen.....

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

☐ 1 The first drops of rain hit the window.

☐ 2 Reene closed the glass door.

☐ 3 Reene retreated into the house.

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

.....hised.....

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

.....the sky.....

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

•insects.....

•the house.....

E Sample: Response 2

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

it is bad.

7. How is Reese feeling about Ian?

- a) Tick your choice:

☐ worried

☒ pleased

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

I choice pleased becos she inside

E Sample: Response 2

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

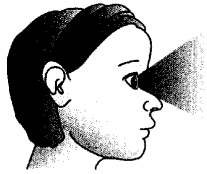
.....The writer write about wind.....
.....
.....
.....
.....
.....



Stop here: Wait for your teacher's directions.

E Sample: Response 2

What does the natural event look like?



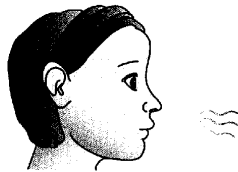
it was big lightning that
poured out from the sky
you can see the wind
came in at you
you can see the storm

What does the natural event sound like?



and your scared
you can hear the
lightning go to the
trees at the trees
it go Ban Ban
Ker heyoh

What does the natural event smell like?



you can smell things
that was was der
then it came to
you you can
go out of the
like

What does the natural event feel like?



when it came to you
you could feel the
lightning

Write your 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 Sdom (Stso) off with a volcano.
 the volcano (Stus) to rumble and den. A,
 wen the volcano Stus to grin, and, den,
 it gas done to eath, and den, it comes
 to the gruwnd, and, den, the gruwnd,
 cracks in to huf and den, it Trns into
 a Earth Quak, and den, the people
 look to see wot is hapng and they
 woud be Skerd.

.....

.....

.....

.....

.....

.....

Editing

Have I chosen words that paint a picture for readers?

I have:

used a variety of sentences to pace
the action

☒ Yes ☐ No

chosen vivid noun groups to describe
the event

☐ Yes ☒ No

chosen a variety of verbs to show what
is happening

☒ Yes ☐ No

Proofreading

I have:

used paragraphs

☒ Yes ☒ No

checked my punctuation

☒ Yes ☐ No

checked my spelling

☒ Yes ☐ No