



# Literary description

Sample responses



# 4

## English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2011

## Contact information

Direct questions about receipt of QCAT materials or QCAT implementation to the Senior Operations Officer.  
Phone: (07) 3120 6187 email: [qcats.administrator@qsa.qld.edu.au](mailto:qcats.administrator@qsa.qld.edu.au)

© The State of Queensland (QSA) 2011 Please read our copyright notice <[www.qsa.qld.edu.au/copyright.html](http://www.qsa.qld.edu.au/copyright.html)>.

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)

Cover image Boy Doing His Homework: Stock image 3728059, <[www.123rf.com/photo\\_3728059\\_boy-doing-his-homework.html](http://www.123rf.com/photo_3728059_boy-doing-his-homework.html)>; Background lightning: Ravedelay's photostream, "Lightning", <[www.flickr.com/photos/ravedelay/3887161967/](http://www.flickr.com/photos/ravedelay/3887161967/)>, a Creative Commons Attribution 2.0 Generic licensed photo <<http://creativecommons.org/licenses/by/2.0/>> accessed 14 Mar 2011. All other images © QSA.

# 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"> <li>◀ 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.</li> <li>◀ Makes simple explanations using supporting evidence from the text.</li> <li>◀ Selects relevant noun groups and verbs. Correctly sequences events. Makes an appropriate inference. Lists evidence from the text to support an inference.</li> <li>◀ Selects a relevant noun group or verb from the text. Identifies the main idea. Identifies some language that creates imagery.</li> <li>◀ Restates elements from the text. States personal opinions.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Considered use of language elements to create imagery and evoke emotion. Uses a variety of sentences for pace, effect or interest.</li> <li>◀ Effective use of language choices to describe events. Enhances details through the use of adverbs. Punctuation and paragraphing contribute to meaning.</li> <li>◀ 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.</li> <li>◀ Writes a simple literary description that conveys meaning to the reader. Some sentence boundaries signified by punctuation.</li> <li>◀ Makes descriptive language choices.</li> </ul>	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">A</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">B</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">C</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">D</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px auto; display: flex; align-items: center; justify-content: center; border-radius: 50%;">E</div>

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

## E Sample: Response 1

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 Reene 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*.....

.....

.....

.....

.....

.....

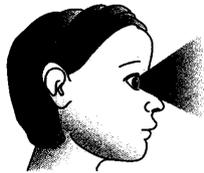


Stop here: Wait for your teacher's directions.

Senses chart

# Bush fire

What does the natural event look like?



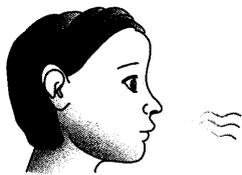
- flam
- orange, red, yellow
- things d'ing
- places being reked,
- thing f'ying around

What does the natural event sound like?



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

What does the natural event smell like?



- sprad at the fire.
- 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 spard  
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. <sup>The</sup> burn it so hurtful. you can feel the hotness.

hearing: A cranking noise. Things branking, 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:

- |   | 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"/> |

## E 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>	
<ul style="list-style-type: none"> <li>◀ 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.</li> <li>◀ Makes simple explanations using supporting evidence from the text.</li> <li>◀ Selects relevant noun groups and verbs. Correctly sequences events. Makes an appropriate inference. Lists evidence from the text to support an inference.</li> <li>◀ Selects a relevant noun group or verb from the text. Identifies the main idea. Identifies some language that creates imagery.</li> <li>◀ Restates elements from the text. States personal opinions.</li> </ul>	<ul style="list-style-type: none"> <li>◀ Considered use of language elements to create imagery and evoke emotion. Uses a variety of sentences for pace, effect or interest.</li> <li>◀ Effective use of language choices to describe events. Enhances details through the use of adverbs. Punctuation and paragraphing contribute to meaning.</li> <li>◀ 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.</li> <li>◀ Writes a simple literary description that conveys meaning to the reader. Some sentence boundaries signified by punctuation.</li> <li>◀ Makes descriptive language choices.</li> </ul>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p> <p style="border: 1px solid black; border-radius: 50%; padding: 2px;"><b>E</b></p>

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 Reene 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*

.....

.....

.....

.....

.....

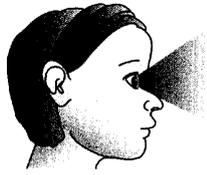
.....



Stop here: Wait for your teacher’s directions.

## E Sample: Response 2

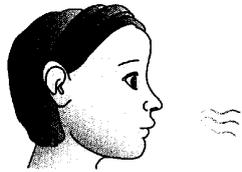
What does the natural event look like?



What does the natural event sound like?



What does the natural event smell like?



What does the natural event feel 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

and your scared  
you can hear the  
lightning go to the  
trees at the trees  
it go Ban Ban  
Keil he yoll

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

when it comes 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 rumoll, and den. A,  
wen the volcano Stus to jr in, and, den,  
it gas done to eath, and den, it coms  
to the gruwnd, and, den, the gruwnd,  
cracs in to huf and den, it Trns into  
a EarthQark, and den, the peope  
look to see wot is haping and they  
wood be Skerd.

## E Sample: Response 2

.....

.....

.....

.....

.....

.....

### 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