



# 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.

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

Demonstrates all of the descriptors up to this level and aspects of the descriptor above.  
Explains an inference by listing evidence from the text. However, doesn't integrate the evidence into a clear explanation.  
Explains but does not effectively evaluate the writer's language choices.

Demonstrates all descriptors up to this level.  
At times, considered use of noun groups, for example, "a gang of old men with long scruffy beards playing cards".  
Adverbs position the action, for example, "in the grey bush", "towards the campsite", and enhance the detail, for example, "forming like huge clouds".  
Paragraphing separates distinct units of the description.

### Overall grade

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

## B Sample: Response 1

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

A big 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.

A soft burr.....

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.....

• scabbled.....

## B 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

7. How is Reese feeling about Ian?

- a) Tick your choice:

☒ worried

☐ pleased

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

In the story it said Where is that boy?  
Reese looked through the glass. Still no sign.  
Where is he? It shows that is worried  
about Ian out in the storm.

## B Sample: Response 1

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

Because it makes you feel cold and  
it sounds scary.

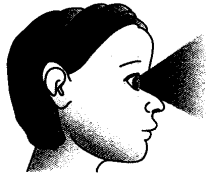


Stop here: Wait for your teacher's directions.

## B Sample: Response 1

### Senses chart

What does the natural event look like?



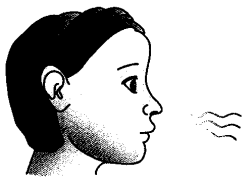
It is bright red and orange.  
With smoke and embers  
flying around.

What does the natural event sound like?



loud cracking sounds

What does the natural event smell like?



There is a painful lot of  
stinging smells.

What does the natural event feel like?



It was very hot. The heat  
must have been around  
40 to 50 degrees.

## 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 a hot hot day at a camp site in the grey bush. There were hundreds of tents. You could see and hear hundreds of campers loudly chatting. Charlie and his sister, Mary, were camping with their parents.

They were listening to a gang of old men with long, scuffy beards playing cards. Even though they were metres away the kids could still see them.

Suddenly, Charlie and Mary's parents came out and listened to their old radio. "There is a bushfire heading towards the campsite!" Then puffs of thick, black smoke were forming huge clouds on the horizon. It was reaching 40 to 50 degrees.



## B Sample: Response 1

There were loud, high screams coming from the far side of the valley. The fire was getting closer. It was hard to breathe. Then the kid's mother shouted, "Everyone pack your bags and get in the car!"

new ↙ Within minutes we were racing for our lives down the mountain track. Eventually we reached safety.

### 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



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

Demonstrates all of the descriptors up to this level and aspects of the descriptor above.  
Identifies some language that creates imagery.  
Makes a simple explanation using supporting evidence from the text.  
Explains but does not effectively evaluate writer's language choices.

Demonstrates the descriptor below and aspects of the descriptor above.  
Enhances details through the use of adverbs, for example, "frantically" and "like a speeding train".  
Paragraphs delineate units of action.  
Tries to evoke emotion.

### Overall grade

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

## B Sample: Response 2

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

A storm is being described

- 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.

icy animal shriek

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

the clouds

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

battered

scrabbled

## B Sample: Response 2

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.

7. How is Reene feeling about Ian?

- a) Tick your choice:

☒ worried

☐ pleased

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

Reene was worried because it said, "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.

## B Sample: Response 2

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

*It makes the wind like an animal attacking her.*

.....

.....

.....

.....

.....

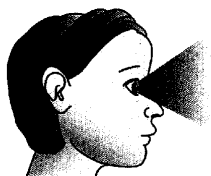


Stop here: Wait for your teacher's directions.

## B Sample: Response 2

### Senses chart

What does the natural event look like?



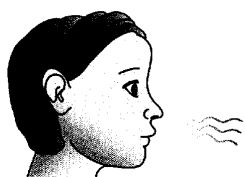
It was exploding.  
The color was like a bushfire.

What does the natural event sound like?



It sound like an atomic bomb exploding.  
I was hurting my ears.

What does the natural event smell like?



It smells like smoke.

What does the natural event feel like?



It feels like boiling rock.

It tasted like hot dirt.

## 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.

We were camping on the mountain  
when we heard it explode like an atomic  
bomb. My little <sup>brother</sup> ran frantically with melting  
rocks coming down around us. It was  
like a hundred bushfires.

Lava flowed down the hill like a speeding  
train. It came towards us so we started bolting.  
We could smell the danger in the grey puffs  
of smoke.

It didn't look good for us. There was even more  
smoke. It stung our eyes and we tasted  
ash.

## B Sample: Response 2

Even though we were tired the roar kept us going  
running for our life. It was hard enough saving  
myself let alone my four year old brother. I had to  
push him to save his life. I have to keep telling  
him to keep running for his life and <sup>to</sup> trust me.

### 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Proofread

I have:

- used paragraphs
- checked my punctuation
- checked my spelling

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>