



Literary description

Sample responses



4

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

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C 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. Questions 1–8	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. 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. ◀ 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. 	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">A</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">B</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; border-radius: 50%;">C</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">D</div> <div style="border: 1px solid black; padding: 2px;">E</div>

Demonstrates most of the descriptor above.
 Lists only one example of language contributing to imagery.
 Lists evidence from text which supports an inference but doesn't attempt an explanation.
 States only one aspect of the writer's choice of language but without any evaluation.

Demonstrates all descriptors up to this level and aspects of the descriptor above.
 Selective use of nouns, for example, "the crackling fire", and "the whole area", and verbs.
 Simple, compound and complex sentences develop subject matter.
 Adverbs enhance details of imagery, for example, "always", and "ran as fast as a cheetah".
 Paragraphing detracts from meaning.

Overall grade
 This response demonstrates a sound level of achievement across all assessable elements.
 It is judged to be a C.

C Sample: Response 1

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

A powerful storm.

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

the sea *the cliff*

- 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*

C Sample: Response 1

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

...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.

...Where is that boy? Where is he? Probably...
...sitting on the cliff watching the storm coming
up:.....

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

C Sample: Response 1

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

It sounds scary.

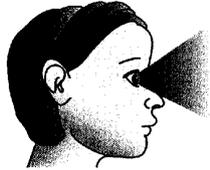


Stop here: Wait for your teacher's directions.

C Sample: Response 1

Senses chart

What does the natural event look like?



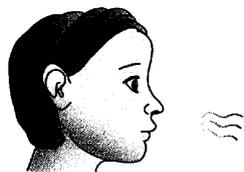
- Bush fire
- Fire raging around me
 - Houses on fire

What does the natural event sound like?



- The fire is roaring
- Cracking of houses breaking
- Screaming people

What does the natural event smell like?



- Burnt Wood

What does the natural event feel like?



- Vumbling from houses falling down

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.

Sam and Harry always have their
sleepover in the woods in summer
but when the crackling fire started
it leaped into the dry grass.
Suddenly the whole area around them burst
into flames. They tried to put out the flames but
it was impossible. The ^{roaring} fire
^{leapt} (lept) towards the ~~the~~ village
where the boys lived. The boys
ran as fast as cheetahs to the
village.

C Sample: Response 1

When we arrived the village looked as if a nuclear bomb had dropped. You could smell burnt wood and you could hear screaming people. It looked like a scene from Godzilla. Suddenly some flames burst onto the boys body and they got serious burns.

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"/> |

C 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"> ◀ 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 all of the descriptors up to this level and aspects of the descriptor above.
Identifies one element of language that creates imagery.
Makes an explanation but doesn't use evidence effectively.

Demonstrates all descriptors at this level and some aspects of the descriptor above.
Sometimes enhances details through the use of adverbs, for example, "suddenly" and "like a big black fog".

Overall grade

This response demonstrates a sound level of achievement across all assessable elements.
On balance, it is judged to be a C.

C Sample: Response 2

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.

.....cliff..... 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.

.....the clouds.....

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

•battered.....

•scrabbled.....

C Sample: Response 2

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

The first drops of rain streaking the
fine dust on the glass.

7. How is Reene feeling about Ian?

a) Tick your choice:

worried

pleased

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

Reene retreated into the house
thousands of small winged insects battered
against it.
She stepped back.

C Sample: Response 2

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

Because there was a storm and she
described the wind “an icy animal shriek
hissed over the dunes.”

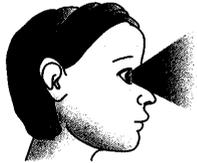


Stop here: Wait for your teacher's directions.

C Sample: Response 2

Senses chart

What does the natural event look like?



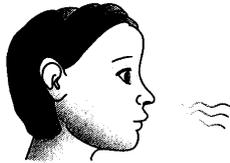
*yellow sky
turn black*

What does the natural event sound like?



What does the natural event smell like?

stale dust in the air



What does the natural event feel like?

makes them sick



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.

One day two best friends named Jamila and Michael decided to go camping. Once they arrived they put up their tent. Suddenly the sky went yellow and filled their nose with dust. The dust was so thick there was no sign of life anywhere.

They could smell the stale dust in the air. It made them feel ill in the stomach. The racing wind hit their face and swirled around the tent. It filled their sleeping bags with grime. It was impossible to see.

My friend was standing there in shock.
 "Guys get back in the car. The sky is turning

C Sample: Response 2

black." The dust storm like a big black fog covered the campsite. We were prisoners in our car. The next morning the dust had passed but everything was very dusty.

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