D

Literary description

Sample responses

4

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

Contact information

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D 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 | |
◄ 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.	◄ Considered use of language elements to create imagery and evoke emotion. Uses a variety of sentences for pace, effect or interest.	**A**
◄ Makes simple explanations using supporting evidence from the text.	◄ Effective use of language choices to describe events. Enhances details through the use of adverbs. Punctuation and paragraphing contribute to meaning.	**B**
◄ Selects relevant noun groups and verbs. Correctly sequences events. Makes an appropriate inference. Lists evidence from the text to support an inference.	◄ 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**
◄ Selects a relevant noun group or verb from the text. Identifies the main idea. Identifies some language that creates imagery.	◄ Writes a simple literary description that conveys meaning to the reader. Some sentence boundaries signified by punctuation.	**D**
◄ Restates elements from the text. States personal opinions.	◄ Makes descriptive language choices.	**E**

Demonstrates most of the descriptor above.

Lists whole sentence about insects but fails to identify verb.

Identifies two elements of language that contribute to imagery, one more effectively than the other.

Explains the most obvious aspect of the writer's language choice.

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

Simple literary description with some selective use of verbs, for example, "was crackling and burning", and nouns as opposed to noun groups.

Simple, compound and complex sentences in use but with limited control.

Some adverbs in use such as "at least 1 hour" and "always".

Tries to use the senses to create imagery.

Overall grade

This response demonstrates a limited level of achievement across all assessable elements.

It is judged to be a D.

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

    ....*The storm*...................

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

    ....*sea*..................   ....*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.**

    | *1* | **Reene closed the glass door.**

    | *2* | **Reene retreated into the house.**

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

    ....*hissed*......................

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.**

    • *The insects scrabbled on the screen.*

    • *The insects rose with a soft burr.*

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

first drops of rain

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 is worried

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

It was icy cold

✋ Stop here: Wait for your teacher's directions.

Senses chart

What does the natural event look like?
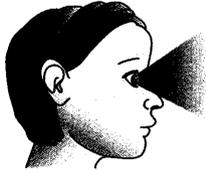
terrifing, red, yellow, fire

What does the natural event sound like?

crackling, barning

What does the natural event smell like?
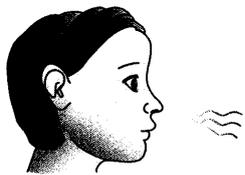
Smoking, barning fire

What does the natural event feel like?

height waves, bolling, cooking

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 fire berned my skin
as I ran to the fire man
It was crackling and
barning. The smoke was
dredful the fire was
getting bigger. They poored!
water on the flames it
was a struggle to put
the flames out. They took
at leas I hour to get
the fire to stop. I ran
home away from the fire. And I
have always rembered that day

and will never forget it. On that
day the smoke borned my eyes
It was hard to breath my
nose was stinging

Edit

Have I chosen words that paint a picture for readers?

I have:	Yes	No
• 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	☑	☐

Proofread

I have:	Yes	No
• used paragraphs	☐	☑
• checked my punctuation	☑	☐
• checked my spelling	☑	☐

D 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. 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	

◄ 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.

◄ Considered use of language elements to create imagery and evoke emotion. Uses a variety of sentences for pace, effect or interest. — **A**

◄ Makes simple explanations using supporting evidence from the text.

◄ Effective use of language choices to describe events. Enhances details through the use of adverbs. Punctuation and paragraphing contribute to meaning. — **B**

◄ Selects relevant noun groups and verbs. Correctly sequences events. Makes an appropriate inference. Lists evidence from the text to support an inference.

◄ 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**

◄ Selects a relevant noun group or verb from the text. Identifies the main idea. Identifies some language that creates imagery.

◄ Writes a simple literary description that conveys meaning to the reader. Some sentence boundaries signified by punctuation. — **(D)**

◄ Restates elements from the text. States personal opinions.

◄ Makes descriptive language choices. — **E**

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

Selects a noun group to describe what could be seen in the sky but not the sound nor the actions of insects.

Identified some language to create imagery but not precisely.

Demonstrates the descriptor at this level.

Writes a simple literary description but with lapses in grammar and punctuation that detract from meaning.

Overall grade

This response demonstrates a limited level of achievement across all assessable elements.

It is judged to be a D.

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 beach   *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.**

   [2] **The first drops of rain hit the window.**

   [3] **Reene closed the glass door.**

   [1] **Reene retreated into the house.**

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

   clouds

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.**

   - *small winged insects*
   - *The insects rose*

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

The first drops of rain were hurled horizontally against the window driving Reene back

7. **How is Reene feeling about Ian?**

   a) **Tick your choice:**

   ☑ worried

   ☐ pleased

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

   She was worried around him

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

It was quiet windey.

✋ Stop here: Wait for your teacher's directions.

Senses chart

What does the natural event look like?
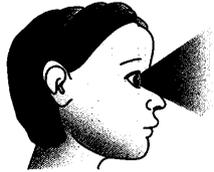
Smoky dark sky
flames

What does the natural event sound like?

Balls of fire

Poping

What does the natural event smell like?

Smoke
can't breath

What does the natural event feel like?

hotness

heat sweaty.

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.**

One hot day in Australia it was so hot
that even the aircon could not cool Lyra
and Tina down

The next morning it was quiet windey.
Lyra and Tina went to play out in the woods.
Mean while some bad boys were smoking and
one of the boys threw a smok into the dry grass
on purpose.

Tina started to feel sweaty, then she shouted
Run, run to Mrs Mills house. They quickly did
Lyra opened the door they told Mrs Mills

to get wet towels and get into both.
They covered them selves, while they were
huddeled in fear They hoped for
the best

Edit

Have I chosen words that paint a picture for readers?

I have:	Yes	No
• 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	☑	☐

Proofread

I have:	Yes	No
• used paragraphs	☑	☐
• checked my punctuation	☑	☐
• checked my spelling	☑	☐