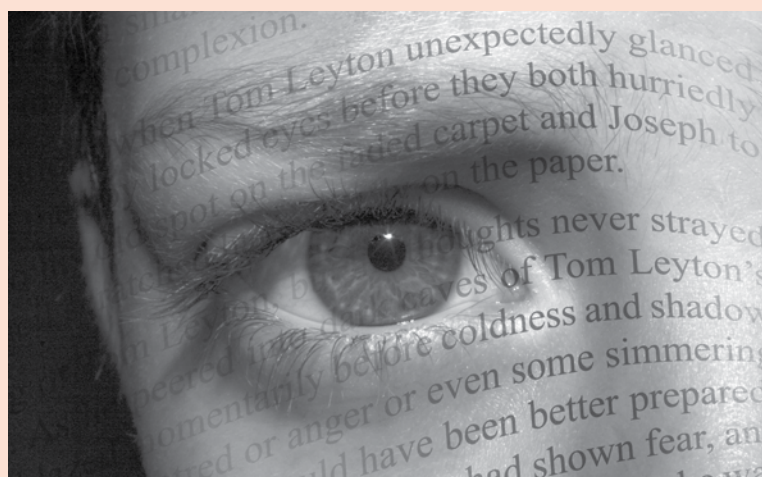


What lies within

Teacher guidelines



9

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

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Cover Image Sad eye: stock image 887269 <<http://www.sxc.hu/photo/887269>> adapted with permission from Vjeran Lisjak.

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The 2011 QCATs

What are QCATs?

Queensland Comparable Assessment Tasks (QCATs) are designed to provide evidence of what students know, understand and can do in relation to a selection of **Essential Learnings** for English, mathematics and science in Years 4, 6 and 9, and to the **Standards**.

QCATs are authentic, performance-based assessments that:

- engage students in solving meaningful problems
- emphasise critical thinking and reasoning
- provide teachers, students and parents/carers with information about student progress and a focus for future teaching and learning.

Consistency of teacher judgments

QCATs support teachers in making consistent judgments about the quality of student work. Improved consistency of teacher judgments is achieved when teachers:

- engage in professional conversations about the quality of evidence in student responses
- reach consensus about the quality of student work
- adopt a consistent approach when using the **Guide to making judgments** (back page).

Information gathered may be used by teachers to promote, assist and improve key learning area programs, and help to students achieve the highest standards they can.

Additional resources [2011 QCATs Information statement](http://www.qsa.qld.edu.au/3163.html)
www.qsa.qld.edu.au/3163.html

[Essential Learnings and Standards](http://www.qsa.qld.edu.au/574.html)
www.qsa.qld.edu.au/574.html

Important dates

Friday 24 June	QCATs packages have arrived in schools
Monday 11 July ↓ Friday 16 September	Schools: <ul style="list-style-type: none">• administer QCATs at any time during the school weeks of this period• grade QCATs• select five student samples that are representative of grades awarded
Monday 10 October	Schools are notified if selected to submit student samples for QSA's random sampling process
Monday 21 November	Final day for schools to submit student data to QSA
Friday 9 December*	Schools must retain all Student booklets until the end of the school year
* this date may vary from school to school	

Getting ready

Student preparation

Students should have the opportunity to do their best work. For this to occur, student preparation should include:

- opportunities to engage with the **Selected Essential Learnings** (page 21) well in advance of participating in QCATs — if students have not engaged with the **Selected Essential Learnings** recently, review and consolidation may be necessary
- experience with the types of questions used within the QCAT.

Suggested learning experiences and resources are outlined in the document **2011 QCATs – Preparation**.

The quality of information provided by the QCATs is enhanced by the level of interaction teachers have with their students before, during and after implementation.

Additional resources **Queensland Comparable Assessment Tasks (QCATs)**
www.qsa.qld.edu.au/3163.html

Catering for diversity — Special provisions

All students should have the opportunity to participate in school-based assessment. Schools are responsible for determining which students require special provisions.

The QCATs are designed to be part of a classroom assessment program, and principles of participation and equity apply. The Queensland Studies Authority (QSA) offers this general advice:

- Students who have been identified as having specific educational requirements may be assisted using those adjustments and supports usually available in the classroom. To make participation possible in all or part of the assessment task, such help may be in the form of inclusive learning technologies, reading support or the use of support personnel.
- Students for whom English is not their first language, and who are assessed as not achieving a reading level appropriate to complete the task, may be assisted by an interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to allow participation in all or part of the task.
- In exceptional circumstances, where a student's learning difficulties have precluded them from engaging with the **Selected Essential Learnings**, the principal (in consultation with specialist and support staff and parents/carers) may make a decision about the participation of that student in the task. Some students may be given an opportunity to complete some aspects of the assessment.

Additional resources **Inclusive strategies for implementing QCATs**
www.qsa.qld.edu.au/3163.html

Equity
www.qsa.qld.edu.au/10188.html

Teacher preparation

Check the contents of QCAT packages as soon as they arrive at your school

- Check that you have the appropriate number of **Student booklets** (one per student) and **Teacher guidelines** (one per implementing teacher).
- Check for any defective **Student booklets**.
- Contact the QSA if any additional copies are required.

Familiarise yourself with the assessment

- Read all the documents provided.
- Review the **Selected Essential Learnings** (page 21).
- Complete a **Student booklet** yourself, and then refer to the **Model response** (page 23) so that you understand what students are required to do.
- Download and view **Sample responses** from the **QSA Assessment Bank** (see Additional resources below).

Plan implementation

- Discuss the assessment with your colleagues, and plan any teaching or revision that may be required.
- Set the times and dates for implementation, considering these points:
 - teachers have flexibility to implement the QCATs at any time during the designated period
 - QCATs may be completed in one, two or more sessions over one or more days
 - implementation times may differ for verified students, students with specific educational requirements or students who have English as a second language
 - QCATs will ideally replace an existing piece of assessment in the student portfolio of work for Semester 2.
- Plan:
 - any support required to enable students to do their best work (e.g. teacher aides or other support personnel)
 - any materials or equipment needed to implement the assessment.
- Decide:
 - how you will implement this task for all classes at this year level
 - the processes you will use to achieve consistency of teacher judgment
 - how you will select student samples for the QSA's random sampling process
 - when, how and who will submit your school's data.

Additional resources **Queensland Comparable Assessment Tasks (QCATs)**
www.qsa.qld.edu.au/3163.html

Sample responses, QSA Assessment Bank
<https://qcar.qsa.qld.edu.au/assessmentbank> (registration required)

8 – Using Queensland Comparable Assessment Tasks (QCATs) to support learning
www.qsa.qld.edu.au/3166.html

Implementation

Working with the Student booklet

Use advice given in the [Annotated Student booklet](#) (page 8) to set the conditions that ensure all students have the opportunity to do their best work.

Encourage students to interact with teachers to seek clarification when required, and with other students if appropriate to the task.

Suggested implementation timeline

Preparation

Setting the scene: Group discussion	30 minutes
-------------------------------------	------------

The assessment task

Interpreting texts	40 minutes
Constructing text: Inside a character	50 minutes

Suggested time: 30 minutes

Read **Setting the scene** with the class. Engage the class in discussion about themes and characterisation.

Use examples from novels studied in class to support student understanding.

Setting the scene: Group discussion

Novels are all about people. Readers become involved with the **characters** in the story. Writers use the actions, speech, thoughts and feelings of characters to connect with their readers. The inner world of a character can be used to explore themes. The writer's deliberate language choices can help take readers inside a character's mind to understand their motivations.

Theme refers to the central idea or ideas explored in a text. Themes emerge when the reader draws on their prior experiences and beliefs when engaging with a story.

*What lies behind us and what
lies before us are tiny matters
compared to what lies within us.*

Henry Stanley Haskins

Discuss the different strategies used by writers to help readers get inside a character's mind in a story, in particular:

- multiple points of inside a character's mind view to help the reader view themes or ideas from different characters' perspectives
- evocative description using language devices such as figurative language to create tone, mood and atmosphere
- evaluative vocabulary to express judgments of character's behaviours and motivations
- careful choice of verbs, adjectives and adverbs to bring a character's actions and reactions to life.

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Images Cover, Sad eye: stock image 887269 <www.sxc.hu/photo/887269> adapted with permission from Vjeran Lisjak; p. 2 Boy sitting on ball: 493651, <www.123rf.com/photo_493651_loneliness.html>; p. 8 adapted from "Head of an Old Man" by Paul Cézanne (1866). All other images © QSA.

2 | QCATs 2011 S

This quote (and minor variations of it) has been ascribed to many different authors.

Further information can be found on the Quote Investigator website <<http://quoteinvestigator.com/category/henry-stanley-haskins>> (2011, accessed 12 Apr 2011).

Themes can be developed through **characterisation**, the process used by a writer to reveal the personality of a character.

Characterisation can include:

- describing the character's appearance
- displaying the character's actions
- revealing the character's thoughts and feelings
- showing the reactions of others to the character.

Characterisation can be developed effectively by a writer with little use of dialogue. Descriptive language can be used to explore a character's point of view and build empathy for a character.

Writers use **figurative language** such as metaphors and similes to evoke images that help take readers inside a character to understand their motivations and build a relationship with them.

Discuss the different way that characters can communicate with each other without dialogue, including facial expressions, eye contact and gestures.

In this assessment, you will:

- interpret an extract from a literary text that explores a meeting between characters
- respond to questions about how the writer uses language elements to develop the characters and themes in the extract
- write a text to develop a character's point of view.

Listening

Listen while your teacher reads a passage from *The Running Man* by Michael Gerard Bauer.

In this stimulus text you will meet fourteen-year-old Joseph, a talented artist who has been invited by his neighbour, Caroline Leyton, to draw a portrait of her brother Tom Leyton. Tom is the subject of neighbourhood rumour and gossip. The passage begins with the first meeting between Joseph and Tom in the Leytons' home. It is written from Joseph's point of view.

As you listen:

- **picture** what is happening in the text
- **feel** the atmosphere that is evoked between Tom and Joseph
- **consider** the language choices used by the writer
- **predict** what may happen next
- **reflect** on whether you have experienced similar feelings to either of these characters.

Read the **Stimulus sheet** aloud to the students and allow time for students to reflect on what is revealed about Joseph and Tom's characters.



Stop here: Wait for your teacher's directions.

Work through the **Guide to making judgments** on the last page of the **Student booklet** with students to highlight the assessable elements for this QCAT.

Explain, in student-friendly terms, the task-specific descriptors. These identify what is being valued in the student responses.

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Suggested time: 40 minutes

Allow time for students to read the **Stimulus sheet**, providing assistance where necessary.

Ask students to read Questions 1–6. Check for understanding.

Remind students to:

- reread the text carefully using the line numbers as a guide before responding to questions
- highlight words and phrases in the text that might be useful in their responses
- provide examples and evidence from the **Stimulus sheet** when required
- respond in complete detail.

Interpreting texts

Use the stimulus text to answer the following questions.

1. Explain how Joseph is feeling about drawing Tom's portrait. Provide a quote from lines 5–18 of the text to support your explanation.

Explanation:

.....

Quote:

.....

2. Explain how Tom is feeling about having his portrait drawn by Joseph. Provide a quote from lines 19–31 of the text to support your explanation.

Explanation:

.....

Quote:

.....

3. Reread lines 32–44. Explain why Joseph felt shocked when he looked at Tom for the first time.

.....

.....

.....

4. What might Tom's physical description reveal about him?

.....

.....

.....

What is being assessed

Questions 1–6 gather evidence of a student's use of comprehension strategies to make inferences about characters and to identify language choices used by the writer to make connections with the reader.

Students demonstrate this by selecting evidence from the text to draw conclusions about the characters.

As you work through the QCAT with students, check for understanding of the task and provide clarification as needed.

Where students ask individual questions, answers should be shared with all students wherever possible.

5. Explain the effect of this metaphor from line 52: “the dark caves of Tom Leyton’s eyes”.

.....

.....

.....

.....

6. What is revealed about Tom when he makes eye contact with Joseph?

.....

.....

7. Circle one of the themes below. Explain how this theme is explored in the text. Use examples from the text to support your explanation.

Actions speak louder than words

Don’t judge a book by its cover

Perception isn’t always the reality

The eyes are a window to the soul

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Allow time for students to read Question 7. Check for understanding.

Remind students to:

- reread the text carefully before responding to the questions
- consider their personal feelings about the characters and ideas explored in the text
- support explanations using examples from the **Stimulus sheet**.

What is being assessed

Question 7 gathers evidence of a student’s interpretation of how readers are positioned to view characters and ideas in particular ways.

Students demonstrate this by identifying how a theme is explored through the characters.

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Allow time for students to read Question 8.
Check for understanding.

Remind students to:

- consider both text structure and language choices before responding
- support explanations using examples from the **Stimulus sheet**.

- Remind students to:
- consider both text structure and language choices before responding
 - support explanations using examples from the **Stimulus sheet**.

8. a) Describe the atmosphere the writer creates between the characters in the text.

b) Explain how the writer builds the atmosphere between the characters in the text. Use examples from the text to support your explanation.



Consider:

- text structure
- language choices.

[illegible]

6 | QCATs 2011 Student booklet Year 9 English

What is being assessed

Question 8 gathers evidence of a student's interpretation of how readers are positioned to view characters and ideas in particular ways.

Students demonstrate this by explaining how the writer uses language and text structure to develop the atmosphere between characters.



Stop here: Wait for your teacher's directions.



Suggested time: 50 minutes

Constructing text: Inside a character

The stimulus text was written from Joseph's point of view.

In Question 9, you will **retell this encounter from Tom's point of view** to reveal Tom's thoughts and feelings. You may use first-person or third-person narrative. Before you start writing, use these two pages to help plan your ideas.



Write about 250 to 300 words.

Reveal:

- Tom's actions and reactions
- Tom's thoughts and feelings
- Tom's motivations.

Maintain:

- an active voice
- Tom's point of view.

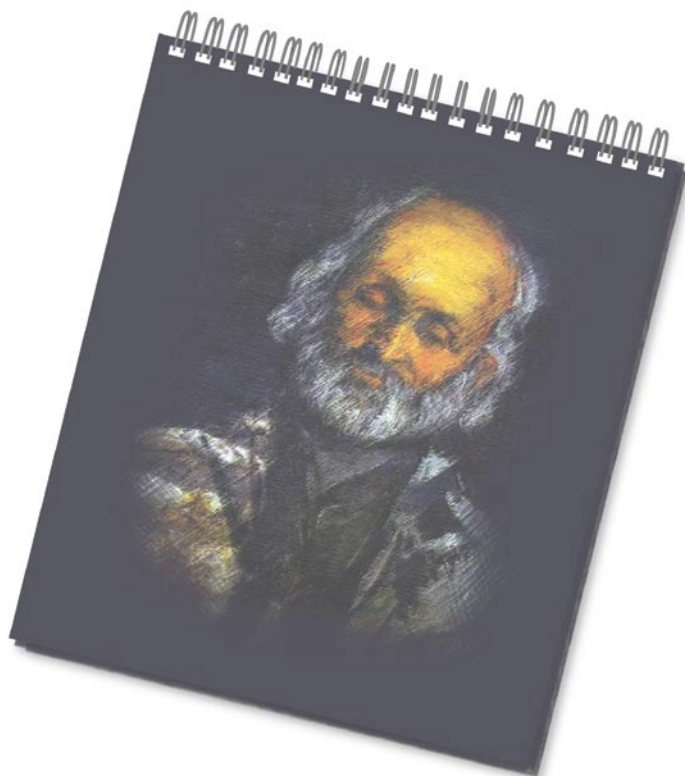
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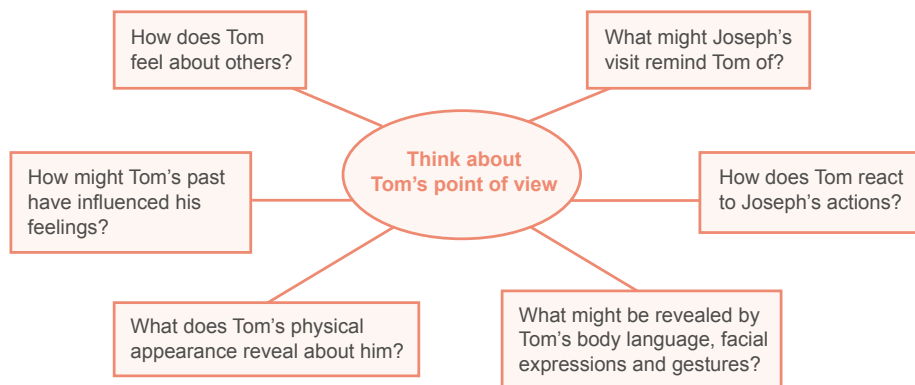
- well-structured paragraphs to sequence your ideas
- figurative language to evoke images and feelings
- adjectives and adverbs to express attitudes and emotions.

Allow time for students to read this section of the QCAT.

Ensure students understand that the purpose of the text they will construct is to develop Tom's point of view of his meeting with Joseph. The audience will need to develop an understanding of his character: his thoughts and feelings about his meeting with Joseph and his views about himself and the world around him.

Students are not required to finish the story.





Use this space to plan your ideas.

Before they begin writing, remind students to reflect back on the **Stimulus sheet** to consider Tom's character, including:

- his appearance
- his actions and reactions to Joseph
- his thoughts and feelings.

When planning their writing, suggest students consider his motivations for his behaviour. Students can use the graphic organiser to help them get started.

Encourage students to:

- plan their ideas before constructing their text
- use descriptive language to explore Tom's point of view and evoke atmosphere about his meeting with Joseph
- allow sufficient time to edit and proofread their writing.

Making judgments

Use the **Guide to making judgments (GTMJ)** on the back page to grade student responses.

The **Model response** (page 23) and **Sample responses** are provided for reference purposes only. They each demonstrate possible responses and should be used to support the **GTMJ**.

Making judgments is not about determining whether one student's work is better than that of another. Rather, you should make standards-based judgments by matching evidence in student responses to descriptors in the **GTMJ**.

Read and consider all of the evidence in the student's responses before making and recording a judgment about the quality of the performance for each assessable element.

Additional resources **Sample responses, QSA Assessment Bank**
<https://qcar.qsa.qld.edu.au/assessmentbank> (registration required)

Using the GTMJ

This QCAT uses a continua-style GTMJ, where descriptors are placed along a continuum within each column. The diagrams below show the different parts of the GTMJ continua model, and how to use the GTMJ when grading student responses.

Record a nil award of "N" only when there is insufficient evidence to make a judgment for an overall grade.

In the following diagrams:

- **Diagram 1: Understanding the GTMJ** points out the different parts of the GTMJ
- **Diagram 2: Using the GTMJ — the judgment process** gives steps to follow when grading student responses.

Diagram 1: Understanding the GTMJ

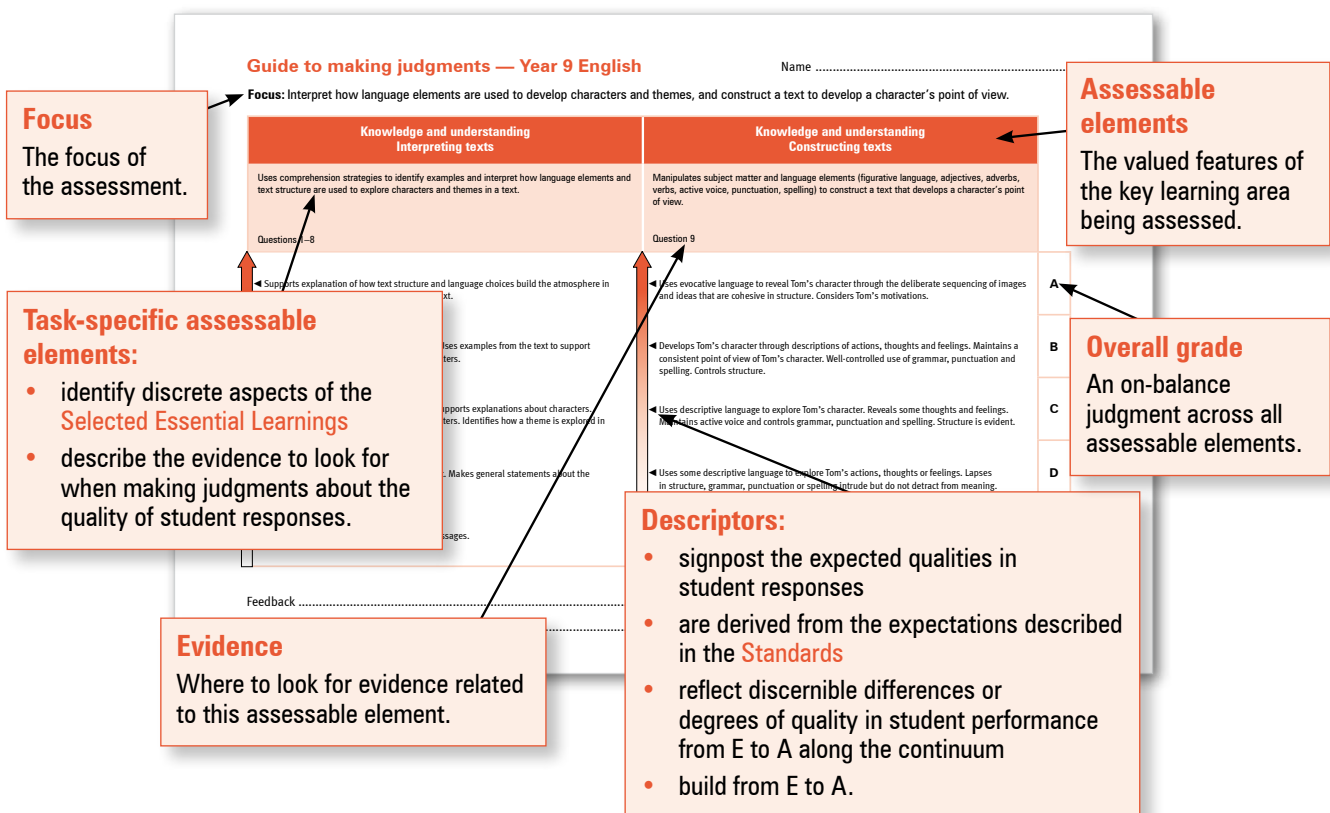
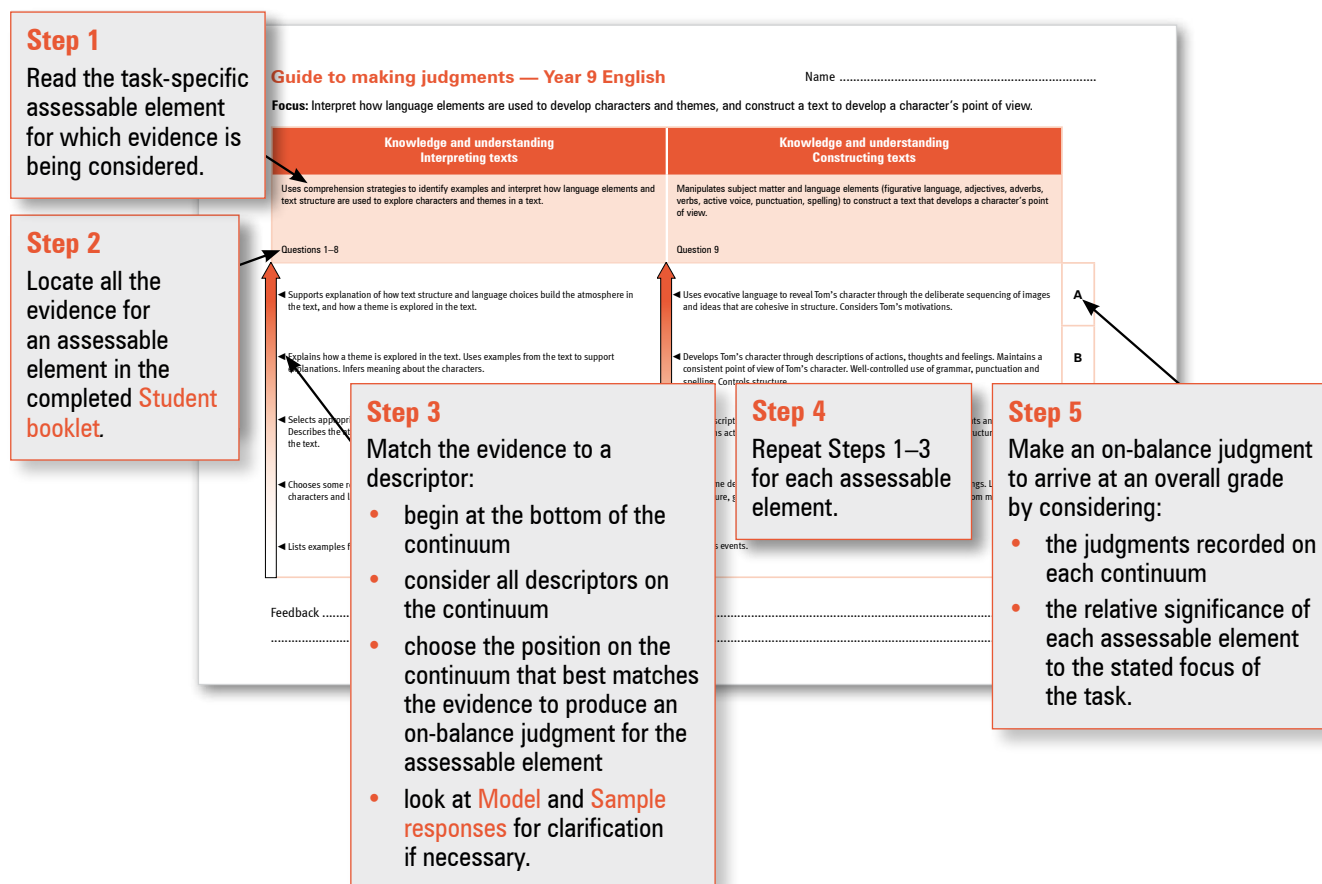


Diagram 2: Using the GTMJ – the judgment process



Using feedback

Assessment alone will not contribute significantly to improved learning — it is what teachers and students do with the information gathered that makes the difference. Providing quality and useful feedback is a crucial step in using assessment information to support future learning.

Assessment feedback goes beyond a simple mark or grade. Comments on the strengths of students' achievements, and on areas for improvement, provide quality feedback that can be used to inform future teaching and learning. Assessment feedback is most helpful if the specific elements of the knowledge and skills are identified and specific suggestions are provided.

The information gathered from the implementation, marking and moderation of QCATs should feed back into future planning of teaching and learning.

Feedback to help students learn

Quality feedback to a student:

- focuses on their achievement in relation to either the assessable elements with their task-specific descriptors or the **Selected Essential Learnings** (page 21) and their associated questions
- includes strengths of achievements
- identifies areas for improvement and strategies for future learning
- is communicated in student-friendly language
- is appropriate (e.g. in quantity and detail) to the student's age and their capacity to respond
- includes the use of **Sample responses** to provide examples of the quality of work corresponding to each standard.

Feedback to help teacher planning

Individual and collective student performance on QCATs, along with other school-based assessment, can be used to inform teaching and learning.

Additional resources [Using feedback to inform teaching and learning
www.qsa.qld.edu.au/3163.html](http://www.qsa.qld.edu.au/3163.html)

[Sample responses, QSA Assessment Bank
https://qcar.qsa.qld.edu.au/assessmentbank](https://qcar.qsa.qld.edu.au/assessmentbank) (registration required)

Resources

Selected Essential Learnings

This QCAT will assess what students know, understand and can do in relation to the following selection of **Essential Learnings**.

English Essential Learnings by the end of Year 9	
Assessable elements The valued features of the key learning area about which evidence of learning is collected and assessed.	Ways of working The processes students use to develop and demonstrate their knowledge and understanding . Students are able to:
Interpreting texts	<ul style="list-style-type: none"> • demonstrate and analyse the relationship between audience, subject matter, purpose and text type • recognise and select vocabulary and interpret and apply literal and figurative language • interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners
Constructing texts	<ul style="list-style-type: none"> • construct literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view.
	Knowledge and understanding The essential concepts, facts and procedures.
Knowledge and understanding	<p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multimodal texts across local, national and global contexts.</p> <ul style="list-style-type: none"> • Readers and viewers draw on their prior knowledge, knowledge of language elements, points of view, beliefs and cultural understandings when engaging with a text. • Comprehension involves drawing on knowledge of the subject matter, contextual cues and intertextuality to interpret, infer from and evaluate texts in local, national or global contexts. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.</p> <ul style="list-style-type: none"> • Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices.

English Essential Learnings by the end of Year 9

Knowledge and understanding

Language elements

Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.

- Active voice and passive voice change the subject and the focus in a sentence.
- Adjectives and adverbs are used to express attitudes and make judgments and/or evoke emotions.
- Figurative language, including onomatopoeia and alliteration, and emotive, evocative, formal and informal language, creates tone, mood and atmosphere.

Literary and non-literary texts

Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.

- Audiences can be positioned to view characters and ideas in particular ways and these views can be questioned.
- Themes are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters.

Source: www.qsa.qld.edu.au/7284.html

Connection to the Australian Curriculum

This QCAT connects to the following content descriptions of the Australian Curriculum.

The Australian Curriculum: Year 9 English		Version 1.2
Strands	Content descriptions	
Language	<p><i>Text structure and organisation</i></p> <ul style="list-style-type: none">• Understand that authors innovate with text structures and language for specific purposes and effects. <p><i>Expressing and developing ideas</i></p> <ul style="list-style-type: none">• Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness.	
Literature	<p><i>Responding to literature</i></p> <ul style="list-style-type: none">• Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts. <p><i>Creating literature</i></p> <ul style="list-style-type: none">• Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation.	
Literacy	<p><i>Interpreting, analysing, evaluating</i></p> <ul style="list-style-type: none">• Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts.	

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) 2011, www.australiancurriculum.edu.au/English
Resources: QSA 2011. www.qsa.qld.edu.au/13655.html

Model response

This **Model response** gives one example of a very high quality response for each question. The **Sample responses**, available for download from the **QSA Assessment Bank**, demonstrate the quality of student responses for each standard, A to E.


Interpreting texts

Use the stimulus text to answer the following questions.

1. Explain how Joseph is feeling about drawing Tom's portrait. Provide a quote from lines 5–18 of the text to support your explanation.
Explanation: „Joseph is feeling nervous about drawing Tom's portrait and took a long time to get ready to start his drawing.....
Quote: „His hands felt large and clumsy and incapable of even the simplest tasks.”
2. Explain how Tom is feeling about having his portrait drawn by Joseph. Provide a quote from lines 19–31 of the text to support your explanation.
Explanation: Tom was also feeling nervous about having his portrait drawn by Joseph...His body language and gestures revealed his discomfort...
Quote: „His only movement was an occasional hand that flew to his beard, fingered it lightly and dropped to his lap.”
3. Reread lines 32–44. Explain why Joseph felt shocked when he looked at Tom for the first time.
Joseph was shocked because he had expected to see a disfigured or deformed face to match the rumours he had heard about Tom. Instead, he found that his face was strong and engaging.....
4. What might Tom's physical description reveal about him?
His long hair and beard may help to disguise his true feelings and.....
avoid communication with others...as it covers his facial expressions..
He seems to be older than he really is...This could reveal that he has had a difficult life.

5. Explain the effect of this metaphor from line 52: “the dark caves of Tom Leyton's eyes”.
The “dark caves” represent the lack of communication shown in.....
Tom's eyes...His eyes reveal nothing about his feelings towards.....
Joseph...like a dark cave that you cannot navigate yourself through.....
The metaphor highlights Tom's lack of emotional response.....
6. What is revealed about Tom when he makes eye contact with Joseph?
He learns that Joseph shares Tom's fear about this meeting...It is a surprise for Joseph...as he had not expected to share the same feelings.
7. Circle one of the themes below. Explain how this theme is explored in the text. Use examples from the text to support your explanation.
Actions speak louder than words **Don't judge a book by its cover**
Perception isn't always the reality **The eyes are a window to the soul**
There is a lot of focus about the avoidance of eye contact between.....
the characters...Joseph forced himself to raise his eyes...and.....
Tom's “eyes remained focused on the carpet”...Eye contact happens...
accidentally...The writer describes this moment as “that first brief contact” which emphasises the importance of making eye contact to reveal a character's true feelings...Neither character wants the other to see what is going on behind their eyes...Once direct eye contact is made...Joseph sees “a flash of emotion” that reveals that Tom shares his fears for this first meeting.....

Model response

8. a) Describe the atmosphere the writer creates between the characters in the text.
The writer builds an atmosphere of rising tension between the two characters.....
- b) Explain how the writer builds the atmosphere between the characters in the text.
Use examples from the text to support your explanation.
-  **Consider:**
- text structure
 - language choices.
- The first two paragraphs start with slow nervous tension as the writer focuses on Joseph's actions that reveal his reluctance to start the portrait. The writer gives a feeling of time moving slowly, using language such as "he fumbled with his pencils" and "accidentally tore the tissue paper".
- The pace quickens slightly from here as Joseph's nervousness turns to fear. This is strengthened with the image of Tom's "dark, unfeeling eyes coldly studying his nervousness" and the metaphor "fearful wall of faces".
- The tension in the meeting is reduced in the fourth paragraph, when Joseph looks at Tom and discovers that his face is "strong and engaging". The tension starts to rise again in the sixth paragraph when Tom unexpectedly looks up and locks eyes with Joseph. The atmosphere again changes, and Joseph is able to begin drawing the portrait of Tom.



Stop here: Wait for your teacher's directions.

Model response

Constructing text: Inside a character

The stimulus text was written from Joseph's point of view.

In Question 9, you will **retell this encounter from Tom's point of view** to reveal Tom's thoughts and feelings. You may use first-person or third-person narrative. Before you start writing, use these two pages to help plan your ideas.



Write about 250 to 300 words.

Reveal:

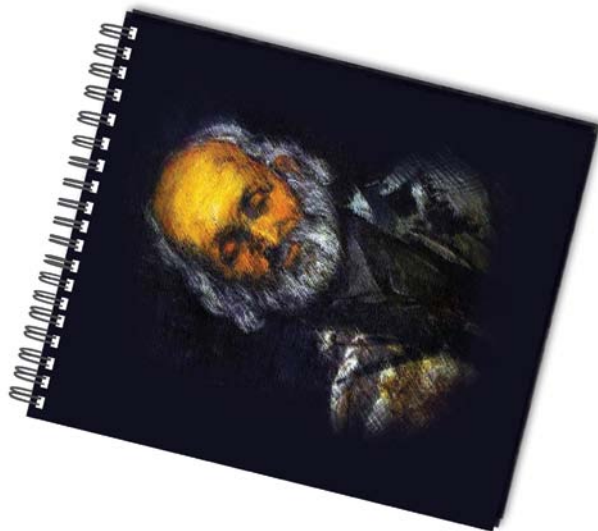
- Tom's actions and reactions
- Tom's thoughts and feelings
- Tom's motivations.

Include:

- well-structured paragraphs to sequence your ideas
- figurative language to evoke images and feelings
- adjectives and adverbs to express attitudes and emotions.

Maintain:

- an active voice
- Tom's point of view.



What might Joseph's visit remind Tom of?

How does Tom feel about others?

How might Tom's past have influenced his feelings?

What does Tom's physical appearance reveal about him?

How does Tom react to Joseph's actions?

What might be revealed by Tom's body language, facial expressions and gestures?

Think about Tom's point of view

Use this space to plan your ideas.

Model response

9. Retell the encounter in the stimulus text from Tom's point of view to reveal Tom's thoughts and feelings. You may use first-person or third-person narrative.

The comforting rhythm of the clock on the wall was interrupted as the boy quietly slipped into the lounge room. Tom's heart sunk as he realised there was no escape from this unwelcome meeting.

It was for Caroline that he had agreed to meet this boy. His sister was his rock. Without her help, he would still be wandering the dark shadows of the streets, searching for some peace of mind. At times he still took to the streets to clear the painful memories of the past. He found that pounding the pavement with his heavy boots helped him to banish the images of his taunters that shot through his head. As he ran through the empty streets, he felt eyes peer through the gaps in the drawn curtains. They thought he was a freak, and he was sure that this boy had heard the rumours.

He slumped into the comfortable folds of his favourite jacket, avoiding the gaze of the boy. His faded beard masked his face, the jacket disguised his stiff body. His shoulder ached as it had through the decades. The metal plate that held it together pressed against his paper-thin skin every time he shifted his frame.

Although his eyes remained fixed on the smooth lines of the carpet, he was able to study the boy's movements through the security screen of his long hair. He saw a boy fumbling with his pencils and sketchbook. He knew then that the boy had heard the rumours. He could almost smell his fear. The bright colours of pencils contrasted with the faded colours of the room and Tom's dreary clothes.

As he watched the boy move woodenly like a puppet, he resisted the urge to look more closely at the boy's face. Keeping his eyes fixed on the faded carpet ensured he would not reveal his fears. As he fought back his feelings, he took comfort in stroking the mask of his beard. How would he make it through this meeting? He felt like he was drowning.

Suddenly he felt the need to look up. His eyes locked momentarily with the vivid blue of the boy's eyes. What he saw shocked him. The curtain of fear in the boy's eyes lifted for a moment, and he saw a look of surprise. For the first time the boy was still.

Notes

Guide to making judgments — Year 9 English

Name

Focus: Interpret how language elements are used to develop characters and themes, and construct a text to develop a character’s point of view.

Knowledge and understanding Interpreting texts	Knowledge and understanding Constructing texts
<p>Uses comprehension strategies to identify examples and interpret how language elements and text structure are used to explore characters and themes in a text.</p> <p>Questions 1–8</p>	<p>Manipulates subject matter and language elements (figurative language, adjectives, adverbs, verbs, active voice, punctuation, spelling) to construct a text that develops a character’s point of view.</p> <p>Question 9</p>
<p>◀ Supports explanation of how text structure and language choices build the atmosphere in the text, and how a theme is explored in the text.</p> <p>◀ Explains how a theme is explored in the text. Uses examples from the text to support explanations. Infers meaning about the characters.</p> <p>◀ Selects appropriate examples from the text. Supports explanations about characters. Describes the atmosphere between the characters. Identifies how a theme is explored in the text.</p> <p>◀ Chooses some relevant examples from the text. Makes general statements about the characters and language choices in the text.</p> <p>◀ Lists examples from the text. Restates text messages.</p>	<p>A</p> <p>◀ Uses evocative language to reveal Tom’s character through the deliberate sequencing of images and ideas that are cohesive in structure. Considers Tom’s motivations.</p> <p>B</p> <p>◀ Develops Tom’s character through descriptions of actions, thoughts and feelings. Maintains a consistent point of view of Tom’s character. Well-controlled use of grammar, punctuation and spelling. Controls structure.</p> <p>C</p> <p>◀ Uses descriptive language to explore Tom’s character. Reveals some thoughts and feelings. Maintains active voice and controls grammar, punctuation and spelling. Structure is evident.</p> <p>D</p> <p>◀ Uses some descriptive language to explore Tom’s actions, thoughts or feelings. Lapses in structure, grammar, punctuation or spelling intrude but do not detract from meaning.</p> <p>E</p> <p>◀ Recounts events.</p>

Feedback

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