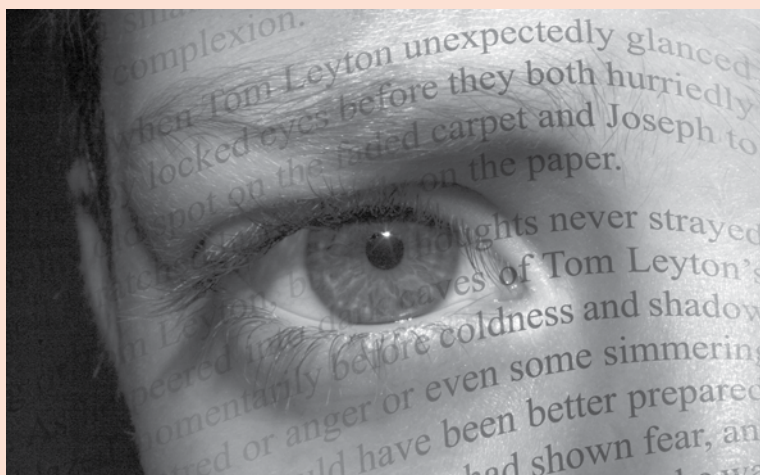


What lies within

Student booklet



9

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

Given name:

Family name:

School:

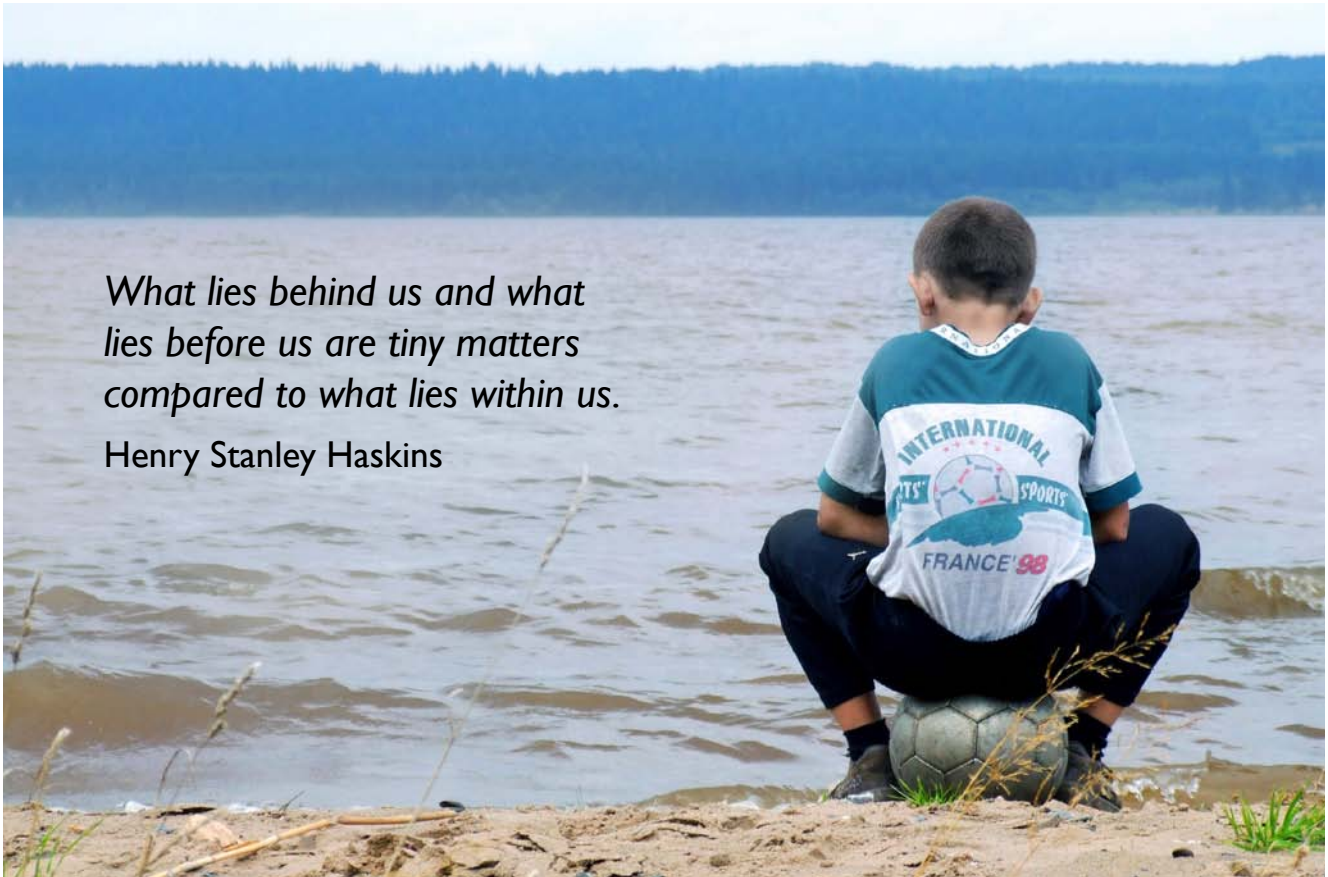
Setting the scene: Group discussion

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



© The State of Queensland (QSA) 2011 Please read our copyright notice <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 Website: www.qsa.qld.edu.au

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.

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.

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.



Stop here: Wait for your teacher's directions.

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?**

.....

.....

.....

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.

This image shows a full page of a worksheet designed for handwriting practice. It features ten sets of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.



Stop here: Wait for your teacher's directions.

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:

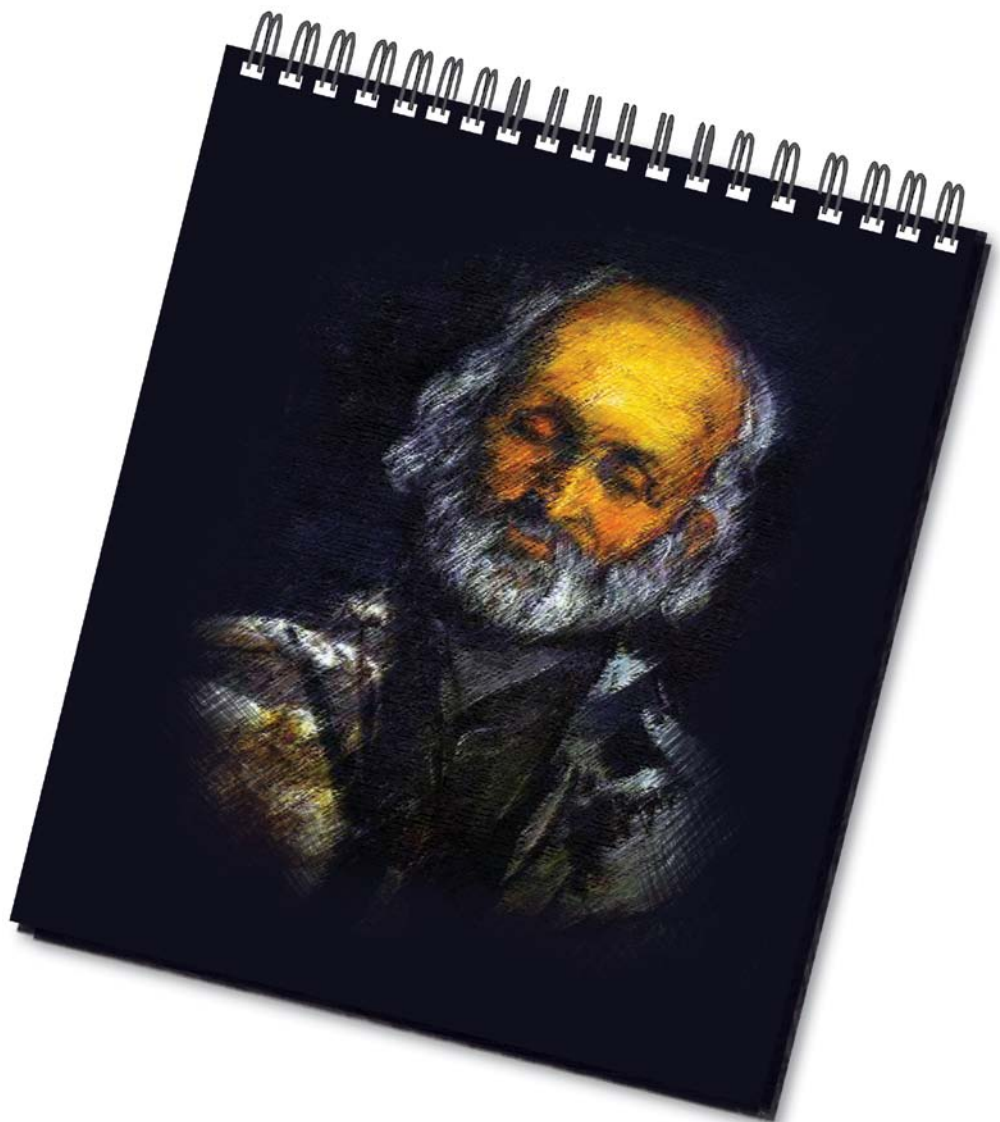
- Tom's actions and reactions
- Tom's thoughts and feelings
- Tom's motivations.

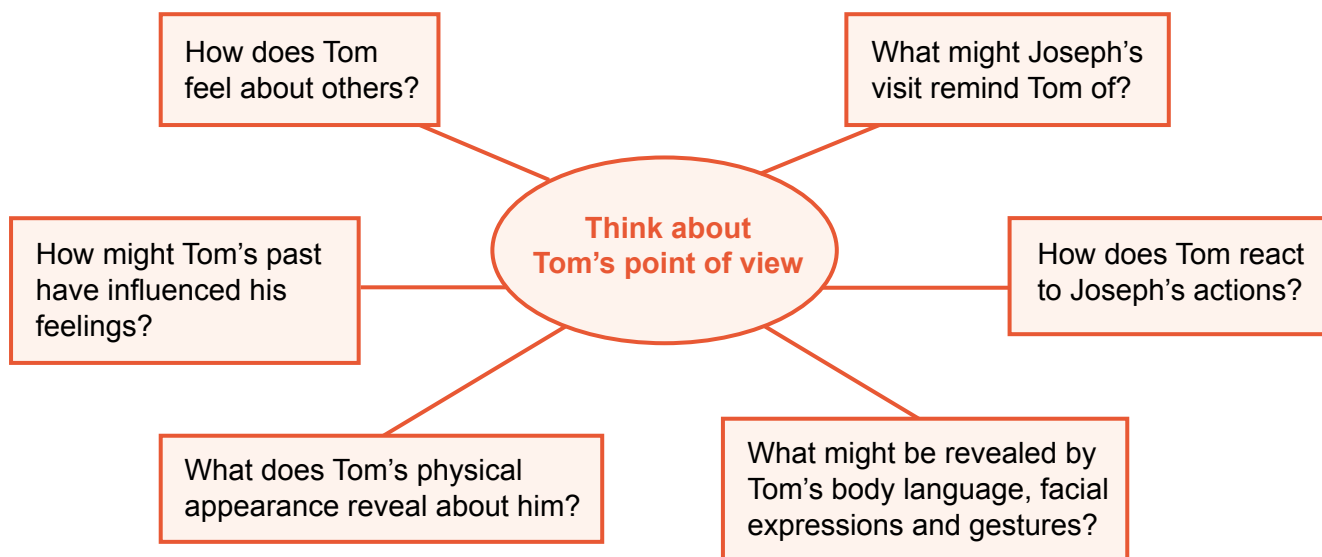
Include:

- 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.





Use this space to plan your ideas.

A large, empty rectangular box with a thin orange border, intended for planning ideas.

-
- This image shows a full page of a worksheet designed for handwriting practice. It features approximately 20 horizontal dashed lines spaced evenly across the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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
Questions 1–8 Uses comprehension strategies to identify examples and interpret how language elements and text structure are used to explore characters and themes in a text.	Question 9 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.
◀ Supports explanation of how text structure and language choices build the atmosphere in the text, and how a theme is explored in the text.	A ◀ 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.
◀ Explains how a theme is explored in the text. Uses examples from the text to support explanations. Infers meaning about the characters.	B ◀ 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.
◀ 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.	C ◀ 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.
◀ Chooses some relevant examples from the text. Makes general statements about the characters and language choices in the text.	D ◀ 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.
◀ Lists examples from the text. Restates text messages.	E ◀ Recounts events.

Feedback

.....