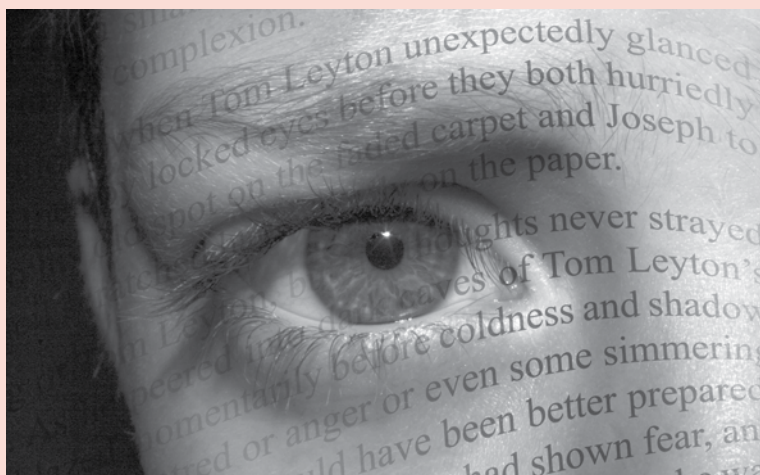




# What lies within

Sample responses



# 9

## English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2011

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## D Sample: Response 1

### 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	
Uses comprehension strategies to identify examples and interpret how language elements and text structure are used to explore characters and themes in a text.	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.	
Questions 1–8	Question 9	
<ul style="list-style-type: none"> <li>Supports explanation of how text structure and language choices build the atmosphere in the text, and how a theme is explored in the text.</li> <li>Explains how a theme is explored in the text. Uses examples from the text to support explanations. Infers meaning about the characters.</li> <li>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.</li> <li>Chooses some relevant examples from the text. Makes general statements about the characters and language choices in the text.</li> <li>Lists examples from the text. Restates text messages.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Recounts events.</li> </ul>	<p>A</p> <p>B</p> <p>C</p> <p><b>D</b></p> <p>E</p>

Demonstrates all descriptors up to this level.  
Chooses some relevant examples from the text.  
Makes general statements about the characters and language choices in the text.

Demonstrates all descriptors up to this level.  
Uses some simple descriptive language to explore Tom's actions and reveal some thoughts.  
Lapses in structure and grammar intrude but do not detract from meaning.

### Overall grade

This response demonstrates a limited level of achievement across both assessable elements. It is judged to be a D.

## 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 was feeling worried and unsure about drawing Tom's portrait. He was scared of what he may feel/see when he looked at him.  
 Quote: "Suddenly he felt engulfed with the same panic"

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 feeling very nervous about Joseph drawing his self portrait.  
 Quote: "He sat rigidly and self-consciously in the lounge chair"

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

Joseph felt shocked when <sup>he</sup> first looked at Tom for the first time. His face was strong and ~~eng~~ engaging but no cause for communication. His face looked as though it had seen 'too much'.

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

His face that was strong and engaging and was scared in a way, and had seen too much, it invited no communication.

## D Sample: Response 1

5. Explain the effect of this metaphor from line 52: "the dark caves of Tom Leyton's eyes".

This metaphor has been used to explain that  
his eyes were dark and gloomy.

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

They did make eye contact.

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

'The eyes are a window to the soul' This  
tells us that Joseph looks into Tom's eyes.  
he realises that Tom is not who everyone  
thinks that he is which is deformed. ~~and~~ He  
is more normal than that. He sees what  
he is really like.

## D Sample: Response 1

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

The atmosphere is nervous between the 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 writer builds the atmosphere in the scene by explaining how both Joseph and Tom were quite nervous. He uses words like 'engulfed with panic' and 'self-consciously'.

## D Sample: Response 1

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.

I felt very nervous about the situation. I was sitting there in frustration just wanting to get out of that room and escape it all. My leg was shaking and I could just feel Joseph judging me by the second. His eyes were piercing and it was like when you are standing in the sun, ~~like~~ I could feel myself breaking into a sweat and my legs began to feel like jelly. I was fidgety and I couldn't stop playing with my hands. I couldn't stand to look up at his face and see what was judging me. The feeling was taking over.

For a slight moment I looked up and seen his confronting face. We locked eyes for a second and I was shocked to see his curious eyes peering straight towards me. I quickly looked away and continued looking at the faded bit of carpet beneath my feet. I couldn't stop thinking about that quick glimpse.

### D Sample: Response 1

His eyes were like cats eyes, frightening and warm at the same time. His eyes were inviting and made me feel somewhat safe.

I could hear his pencils scratching against his sketchpad as my portrait was being drawn. I still felt nervous but now it wasn't because of Joseph. It was because of what others may think. ~~That~~ It seemed to take forever and a day to complete. It was finally over and as Joseph left, I shook his hand and said thank-you.



## D Sample: Response 2

### 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
Uses comprehension strategies to identify examples and interpret how language elements and text structure are used to explore characters and themes in a text.	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.
Questions 1–8	Question 9
<ul style="list-style-type: none"> <li>◀ Supports explanation of how text structure and language choices build the atmosphere in the text, and how a theme is explored in the text.</li> <li>◀ Explains how a theme is explored in the text. Uses examples from the text to support explanations. Infers meaning about the characters.</li> <li>◀ 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.</li> <li>◀ Chooses some relevant examples from the text. Makes general statements about the characters and language choices in the text.</li> <li>◀ Lists examples from the text. Restates text messages.</li> </ul>	<ul style="list-style-type: none"> <li>◀ 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.</li> <li>◀ 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.</li> <li>◀ 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.</li> <li>◀ 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.</li> <li>◀ Recounts events.</li> </ul>
	<div>A</div> <div>B</div> <div>C</div> <div><b>D</b></div> <div>E</div>

Demonstrates the descriptor below and aspects of the descriptors above.  
Chooses some relevant examples from the text.  
Makes general statements about the characters in the text.

Demonstrates the descriptor below and aspects of the descriptors above.  
Reveals some of Tom's thoughts and feelings.  
Recounts some of the events from the text.  
Lapses in structure intrude but do not detract from meaning.

### Overall grade

This response demonstrates a limited level of achievement across both assessable elements.  
It is judged to be a D.

## 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 because of the rumours he has heard.

Quote: "fearful wall of faces"

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 is also feeling nervous because he is not looking at Joseph as he is drawing him.

Quote: He sat rigidly and self-consciously in the lounge chair.

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

Because of the wild rumours he had heard about disfigurement and deformity it was a shock to see that Tom's face was strong and engaging.

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

The description of Tom says that he is clean, healthy and is a respectable kinda man. He isn't deformed in the end.

## D Sample: Response 2

5. Explain the effect of this metaphor from line 52: "the dark caves of Tom Leyton's eyes".

Because Tom is nervous about getting his  
portrait drawn by Joseph and uncomfortable  
his eyes are dark.

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

It is revealed that they are as nervous  
as each other

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

Perception isn't always the reality meaning  
that what you see isn't always <sup>you hear</sup> ~~that they~~  
~~are~~ like the rumours. You can't know what  
or who they look like until you see and  
meet them for yourself like Joseph  
sees Tom. He was different in reality.

## D Sample: Response 2

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

Both characters are nervous about doing the portrait

- 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.

He builds the atmosphere by making out that both characters are nervous about doing the portrait and they both want it to be over soon. He also builds a feeling of nervous by the words he uses  
e.g. "dork stare", "panic"

## D Sample: Response 2

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.

I have been dreading this day not nervously, but worryingly, because of what people have been told about me, the rumours and the lies. As I got ready for my portrait to be drawn, I was thinking that should I wear? How should I do my Hair and so on. I worried about what this boy would think of me.

When I walked in the room, All eyes were on me, I felt quite uncomfortable at the time, not knowing whether they were surprised to see I was not who they thought I was or wasn't because of how I looked. As I entered the room where Joseph was sitting my heart beat faster. As the door opened I could see a chair in the middle of the room and as the door opened more of the room was visible and there on the far side of the room sat Joseph. To me Joseph appeared a nice <sup>boy</sup>man, a genius <sup>boy</sup>man but

## D Sample: Response 2

nervous. He sat there quietly not really not really saying anything at all. I sat down and I felt a little bit more comfortable in my mind. I was wondering why he wasn't looking up at me then I thought "the rumours" I thought that he must be so uncomfortable because of those hurtful words.

Suddenly, he looked up at me when I looked at him. It was amazing. He was afraid of me too. We were the same.

I was so happy when it was all over because I did not have to stay still anymore or hide my feelings. It was over. I wanted to see what it looked like.