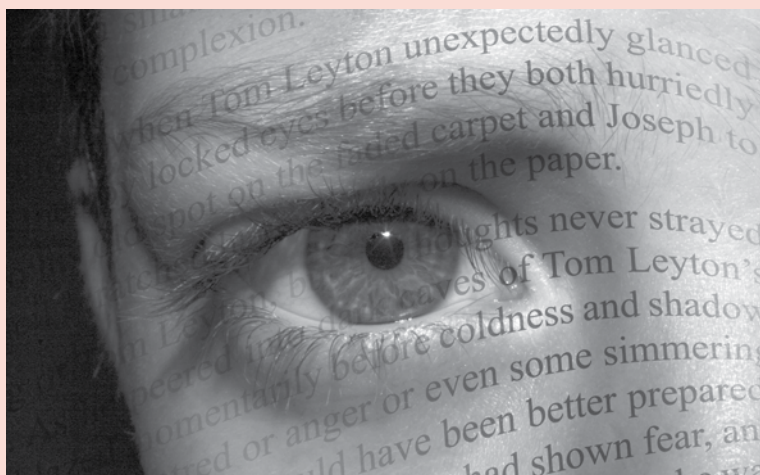




# What lies within

Sample responses



# 9

## English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2011

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## C 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>
	<div>A</div> <div>B</div> <div><b>C</b></div> <div>D</div> <div>E</div>

Demonstrates most descriptors up to this level.  
Selects appropriate examples from the text including some examples to support an explanation about the atmosphere in the text.  
Makes some general statements about the characters.

Demonstrates all of the descriptors up to this level and aspects of the descriptor above.  
Uses simple description to explore Tom's actions and thoughts.  
Controls grammar and spelling and simple structure.

### Overall grade

This response demonstrates a sound achievement across both assessable elements.  
It is judged to be a C.

## 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 feels awkward and uncomfortable about drawing Tom's portrait because he's afraid to look at Tom.

Quote: He felt engulfed by the same panic that swept over him when he had to perform an oral at school.

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 feels self-conscious about having his portrait drawn by Joseph because he knows Joseph will have to study 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.

Joseph felt shocked because he had heard wild rumours about Tom being disfigured and deformed, but he was normal when he looked at him.

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

The physical description of Tom's appearance reveals that Tom wears dark clothes as though he is antisocial.

## C 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 because Tom has seen so much and he didn't care to see anything else. This makes him look dark without feeling or expression.

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

It is revealed that Tom is afraid of Joseph because Joseph has to study him.

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

This theme relates to Tom's character because his eyes are dark and brooding and his character is very antisocial.

Tom has seen a lot in life and he doesn't want to see anything else which is why his eyes are caves. This means Joseph can't tell how he is feeling.

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

Both characters feel self-conscious  
and awkward.

- 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 making both characters feel self-conscious and awkward. It was obvious that either character wants to be in their position by using words like 'awkward tension' and 'engulfed by panic'. This happens mostly in the beginning (1-29). It then becomes surprising later on when they look up.

### C 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.

As soon as the boy entered the room, I could tell he didn't want to be here. The boy, Joseph, had been invited here by my sister, Caroline, to draw a portrait of me. Joseph kept himself busy, arranging his pencils and flipping through his sketchpad.

I watched him for a while but I grew bored and let my eyes fall to the plain, grey carpet. I heard Joseph preparing to draw me. I didn't want him to, but I couldn't argue with Caroline.

From what Caroline had told me, Joseph was a very talented artist. He had painted dozens of portraits and had earned a fair bit of money for his work. I don't know if Caroline was paying him now. I sat stiffly in the armchair with my head tilted up but I kept my eyes on the carpet. I sat completely still. The only movements I made ~~were~~ <sup>was</sup> to breathe.

and to, occasionally, scratch my beard. I felt very self-conscious because, to complete the portrait, he had to study me.

I realised the room had grown silent. I looked up and met the eyes of the young artist. I saw his eyes widen as he met my uninviting gaze. He looked away and his pencil began to lightly draw on his sketchpad. If he had been feeling nervous before, it was nothing compared to how he looked now.

He reminded me of the fearful faces in the streets as I went for my daily walk. I looked away to keep their minds at rest.

Should I look at him? What was he thinking? All reason left my head and I looked up.



## C 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>D</div> <div>E</div>

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

Chooses some appropriate examples from the text.

Identifies some language choices that build the atmosphere between the characters.

Makes some general statements about the characters.

Demonstrates all of the descriptors at this level.

Uses some descriptive language to explore Tom's actions and reveal some thoughts.

Controls grammar, punctuation and spelling and structure.

### Overall grade

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

## 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 feels nervous and worried about drawing a portrait of Tom Leyton.

Quote: "Joseph kept his head bowed and concentrated on arranging his pencils"

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: He is feeling ready for Joseph to draw him and doesn't mind at all.

Quote: "Tom Leyton had his head tilted upwards as if he knew that Joseph needed to see his face"

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

He felt shocked because a lot of other people said that he was "deformed and disfigured" in which case he wasn't. He looked normal.

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

It reveals that Tom is a normal looking person. Also that when people said he was disfigured, that was a rumour.

## C Sample: Response 2

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

This metaphor has been used to show that Tom had had a sad life and didn't want to show his feelings. This was why his eyes were dark and caves are empty.

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

When Tom makes eye contact with Joseph they locked eyes and then hurriedly looked away.

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

This is explored in the text as Joseph had a picture in his mind about what he was like from what he had heard when Tom was really different to what Joseph expected. He had heard "wild rumours" and really he was normal.

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

The characters are tense and nervous 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.

The writer builds the atmosphere by using strong verbs. eg he fumbled, balanced the sketchpad awkwardly. This was very descriptive and helped you to relate to the situation.

He also uses many adjectives to make you feel tense. eg "dark", "unfeeling" and "simmering unnamable evil". You think something bad may happen next.

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.

At first it was extremely awkward. I didn't know what to do or say. I was already under the impression that he had heard at least something about me. I decided to take my favourite seat and let Joseph do his job. I wasn't comfortable enough to talk to him yet, mostly because he was an acquaintance of my younger sister's. She had ignored my wishes and arranged for the boy to intrude on my quiet day. As I quietly sat I tried to think of what he may already know about me from what he had heard. I assumed most of it wasn't the truth. Time slipped by slowly as I sat awkwardly on my familiar chair bowing my head. My head felt like lead but I lifted my eyes and saw Joseph looking directly at me. To my relief our eyes didn't meet.

I was unsure of why he was looking at me. I looked at him through my shaggy hair. His face was confused and it seemed as if he didn't understand what to do next.

After observing Joseph, I decided to just keep looking at my favourite spot on the carpet. I felt an urge to steal another look around to see what was happening. I looked up to see Joseph's eyes ~~like lasers~~, staring right at mine. I looked away in a panic, and felt the urge to say something, but before anything came out of my mouth, I stopped myself, as I didn't want it to be more awkward.

As it appeared that Joseph had nearly finished, I thought about how he may have misjudged me. I was hoping he found that I'm not the monster I'm portrayed to be.