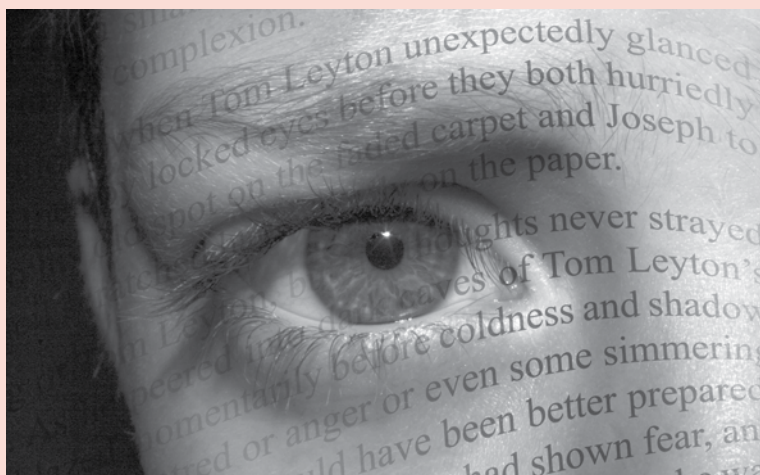




What lies within

Sample responses



9

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

Contact information

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B 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"> Supports explanation of how text structure and language choices build the atmosphere in the text, and how a theme is explored in the text. Explains how a theme is explored in the text. Uses examples from the text to support explanations. Infers meaning about the characters. 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. Chooses some relevant examples from the text. Makes general statements about the characters and language choices in the text. Lists examples from the text. Restates text messages. 	<ul style="list-style-type: none"> 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. 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. 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. 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. Recounts events.
	<div>A</div> <div>B</div> <div>C</div> <div>D</div> <div>E</div>

Demonstrates all of the descriptors up to this level.

Uses examples from the text to support explanations and infer meaning about the characters.

Demonstrates all of the descriptors below and aspects of the descriptors above.

Develops Tom's character through the deliberate sequencing of Tom's actions, thoughts and feelings.
Controls structure well.
Considers Tom's motivations.

Overall grade

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

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 scared and fearful of having to draw Tom's portrait

Quote: "Suddenly he felt engulfed with 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 feel awkward about having his portrait drawn

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

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

Joseph was shocked when he looked at Tom because Tom seemed to be far from the rumours Joseph had heard about being deformed. Tom's face was 'strong and engaging' (line 28)

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

The bags under his eyes could mean he had worked hard and has lived a hard life. He could wear dark clothes so nobody notices him.

B Sample: Response 1

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

The metaphor is used to show that Tom's eyes are hiding his feelings like a dark cave. His eyes don't show any emotion or "light" so Joseph can't read what he is thinking. This is why it ^{looks} dark like a cave.

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

It is revealed that Tom fears Joseph and they feel the same feeling of fear.

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 through the text when Joseph expected to see some "summing evil" when he looked at Tom but in fact he was not the monster he expected. Even though he was rigid and awkward he was actually feeling scared just like Joseph. This is not what Joseph expected of Tom.

B Sample: Response 1

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

The atmosphere is tense 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 atmosphere of tension by using phrases like "stifled by awkward tension" and "dark unfeeling eyes coldly studying" and "flash of emotion blazed ... before coldness and shadow swamped it". All this shows the tension between Tom and Joseph. The atmosphere changes when the characters look at each other at the end of the text.

B 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.

Shuffled by the awkward tension in the room, Tom sat there motionless suspended in time. He did not like the company of others feeling smothered by the attention. He would be much happier to be left alone.

Tom watched through a side-glance as Joseph, the young boy sitting on the opposite side of the room, fumbled with his pencils watching them tumble on the floor. He then looked down at the faded carpet in front of him. Tom did not want to give the young boy any cause to fear him like the others so he continued to sit here and not make a sound. Time stood still.

As movement on the sketchpad could be heard, Tom drifted into thought and began to feel shaky. Voices filled his ears as they did every day. The medication his sister gave him helped.

He came back to reality and wondered whether Joseph had noticed his slight

movement and for a second they both glared at each other and his eye contact had not lasted long before they both dropped their gaze. That light blue of that quick gaze ~~to Tom's face~~ caught Tom by surprise. That young face glaring at him had been a shock. He didn't see the look of hatred that he had seen before when others had visited him here.

Tom was nervous at what would happen next and in his panic had not had time to prepare himself for what would happen next. This young boy had no clue who Tom was and not obviously not heard the rumours that rang through the streets.

Without warning, the boy started to draw his portrait as though he no longer felt nervous or afraid. He tried to settle his racing heartbeat and looked up from the carpet. What he saw left him speechless.

B 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"> Supports explanation of how text structure and language choices build the atmosphere in the text, and how a theme is explored in the text. Explains how a theme is explored in the text. Uses examples from the text to support explanations. Infers meaning about the characters. 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. Chooses some relevant examples from the text. Makes general statements about the characters and language choices in the text. Lists examples from the text. Restates text messages. 	<ul style="list-style-type: none"> 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. 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. 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. 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. Recounts events.
	<div>A</div> <div>B</div> <div>C</div> <div>D</div> <div>E</div>

Demonstrates all of the descriptors below and aspects of the descriptors above.

Supports explanation of how language choices build the atmosphere in the text.

Explains how a theme is explored in the text.

Infers meaning about the characters.

Demonstrates all of the descriptors below and aspects of the descriptors above.

Develops Tom's character through the deliberate sequencing of ideas.

Uses some evocative language.

Shows control of structure, punctuation and spelling.

Overall grade

This response demonstrates a high level of achievement across both assessable elements.

It is judged to be a B.

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 very nervous about drawing Tom's portrait.

Quote: "Suddenly he felt engulfed with 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 was feeling very self-conscious and awkward about having his portrait drawn.

Quote: "He sat rigidly and self-consciously in the lounge chair... feeling uncertain and hoping no one would notice."

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

Joseph felt shocked when he looked at Tom for the first time because after all the rumours he heard about deformity, he found that Tom Leyton's face "... strong and engaging." There was nothing disfigured about him.

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

Through the use of descriptive language to describe Tom's physical appearance such as that his face "... looked as if it had seen too much and didn't care to see anymore" it is revealed that he has had a hard life which would explain why his face shows no emotion or care. When terrible things happen sometime people look like they don't care about anything.

B Sample: Response 2

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

The metaphor was used to evoke imagery for the reader, as you can clearly picture Tom's eyes and therefore understand the character and his lack of warmth. There was no 'light' or 'feeling' in his eyes.

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

When Tom first made eye contact with Joseph it was revealed that he was fearful as well which amazed 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 is explored in the text as Joseph believes that Tom is a strange outcast who is alienated by the neighbourhood. This is the perception as shown “all the wild rumours he had heard about disfigurement...” As he studies Tom's face however, he soon realises that Tom is not deformed or strange but a normal man whose life experiences have scarred him. This is the reality:

B Sample: Response 2

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

It is a feeling of tension and awkwardness 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 atmosphere in the scene between the characters by using metaphors and other comparisons that the target audience of students can relate to such as "engulfed by the same panic that swept over him when he had to perform an oral at school." This builds a feeling of tension that I related to. His use of figurative language successfully creates imagery for the reader to show them how uncomfortable they are, e.g. "the dark caves" shows Tom doesn't want to reveal anything about his character.

B 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.

There he was, sitting upright on the worn wooden chair that waited in the corner for the visitors that never came. He sat in it erect and rigid, as though if he moved he would tumble to the ground. As ~~he~~^I peered up through ~~his~~^{my} long hair, ~~he~~^I noticed Joseph didn't look like the other teenagers in the street. Instead of scruffy clothes and hair, he had a conservative appearance that disguised his young age.

Joseph seemed nervous and unfocused. As the minutes passed slowly, all he did was sharpen his pencils until they ~~were so sharp~~^{turned} to colourful needles. His knuckles were white as they clung on to the comfort of the sharpener in his hands. He then spent what seemed like days ~~repeatedly~~ arranging them, ~~repeatedly~~ dropping them and shaking as if the room was a freezer. Eventually he lifted his sketchpad and opened it slowly to a fresh new page.

By the time it had taken Joseph to choose a page and a pencil the awkward atmosphere had engulfed the entire room like a blanket. No longer was it my comfortable cozy home, safe from the world outside. I wanted him to leave so the blanket would cover me ~~up~~. Then the pencil finally made contact with the page, was it a miracle? He actually started to draw.

But suddenly the joy of him finally starting had ended. Joseph directly at

B Sample: Response 2

me the moment I had dreaded. Eye contact was the enemy. With each little glance, I felt as though he was reading me. I had no idea what he was thinking though I was certain it was something horrible that he had dug up from the rumours that spread about around the streets. ~~He stuck me~~. I looked to the carpet again, a ^{rest} ~~pause~~ for my eyes and my head. I imagined he wasn't looking any longer and I was finally at ease again.

After looking at the ground for what seemed like an hour I had grown bored of the carpet. For no reason I decided to look back at Joseph. I was unprepared for what I saw. Our eyes locked. It was over.