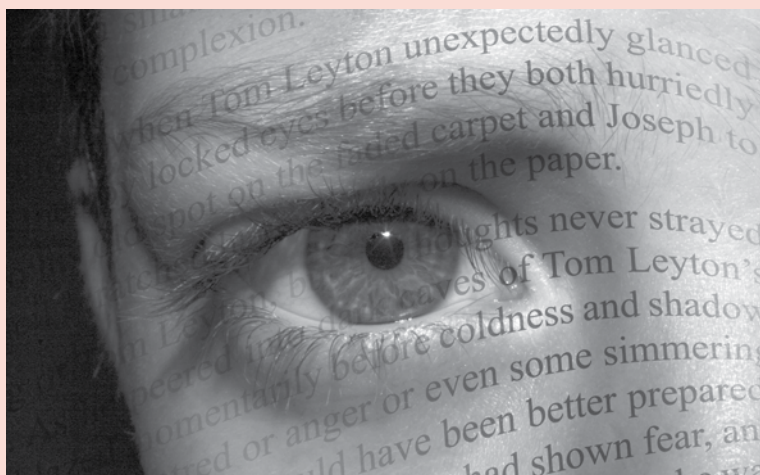




What lies within

Sample responses



9

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

Contact information

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E 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 the descriptor at this level.
Lists some examples from the text and states opinions about the characters.

Demonstrates the descriptor at this level.
Recounts events from Tom's and Joseph's points of view.
Uses simple language choices and structure.

Overall grade

This response demonstrates a very limited level of achievement across both assessable elements. It is judged to be an 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: he was scared

Quote: His hands were large and clumsy

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 set & ready for the portrait to be drawn

Quote: Tom leyton had his head tuted up 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 was shocked to see that his face was 'strong and engaging'

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

has a beard, man, tough

E Sample: Response 1

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

to show the feelings of Tom Leyton

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

that Tom is a person just like 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

They make Tom seem like he is a bad person but really he is nice

E Sample: Response 1

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

Evil, dark

- 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 makes Tom seem like an evil + dark person

E 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.

Tom runs in the room to sit and concentrate. As he sits and waits Joseph walked into the room.

I could tell that he didn't want to do this. He finally got his equipment to start

He looked up and saw me staring at the carpet. I was ready and set for the drawing.

I had lost my concentration and look up from the carpet and he was looking at me. We ~~started~~ stared at each other. This confused me so I quickly look back down at the carpet. I was trying to looked set for the drawing.

I had lost my concentration + decided to look up and he looked at me.

E Sample: Response 1

We stared at each other and then he looked back at his sketchpad drawing quicker than before.

E 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 the descriptor at this level and aspects of the descriptors above.
Makes general statements about the characters and language choices in the text.

Demonstrates the descriptor at this level.
Recounts some events using language from the text.

Overall grade

This response demonstrates a very limited level of achievement across both assessable elements. It is judged to be an 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: He Seared looking up at the man Tom.

Quote: All the time he sensed dark, unseeing eyes coldly studying his nervous.

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 didn't want to look up at Tom but he made himself look up and it wasn't that bad looking at him.

Quote:

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

He wasn't as bad as he thought.

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

He is deformed, he's self consciously so he didn't like to be disfigured.

E Sample: Response 2

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

to describe a picture how his eyes look like dark deep caves and give feeling in the story and about Tom Leyton.

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

That he is just as nervous and shaky as the painted

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

You can't judge anything by its appearance until you lead or get to know that person or thing

E Sample: Response 2

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

Uncomfortable

- 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 wanted to build uncomfortable feeling in his words and gave lots of description about Tom Kipton.

E 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'm sitting here being painted by Joseph, I am extremely nervous about getting my portrait painted by Joseph. It's hard to sit still while getting my portrait painted, I wonder what Joseph is thinking?

Is he scared?

Is he nervous about painting my face?

Had Joseph heard about the wild rumours about disfigurements and deformity. Is my face a monster?

I looked at the carpet. He stumbled with his pencils.

He looked at me and then started drawing.

I looked at him. I was afraid. I was afraid.

E Sample: Response 2

A large rectangular area with horizontal dotted lines for writing.